Wisconsin Student Assessment System

ADMINISTRATION GUIDEBOOK FOR THE WISCONSIN ALTERNATE ASSESSMENT FOR STUDENTS WITH DISABILITIES

Wisconsin Department of Public Instruction

Enhancing the Wisconsin Alternate Assessment
Madison, WI

Table of Contents

Acknowledgements

This Guidebook was written by Stephen N. Elliott, PhD, with assistance from Andrew Roach, Lisa Hagermoser, and Thomas R. Kratochwill, PhD, at the University of Wisconsin-Madison. Stephen N. Elliott is a Professor of Educational Psychology and the Associate Director of the Wisconsin Center for Education Research at the University of Wisconsin-Madison. Steve served as the director of a CESA #6 Discretionary Project entitled *Enhancing Wisconsin's Alternate Assessment*. Barb Behlen, CESA #6 RSN director, served as the coordinator of the project. This project was supported by a Leadership Team from the Wisconsin Department of Public Instruction. Members of the Leadership Team were Carolyn Stanford Taylor, Stephanie Petska, Sandra Berndt, Samantha Hoffman, Paula Volpiansky, Suzan Van Beaver, Dara Martinovich-Barhite, Carol Schweitzer, Marge Schenk, and Timothy Boals.

Special thanks to the following educators for participating in the WAA Field Test Study:

Diane Arneson	Wausau	Julie Baltz	Fond du Lac
Xu Chen	Manitowac	Rebecca Collins	Arbor Vitae
Tami Cummings	Wausau	Danae Deppiesse	Neenah
Mary Derginer	Green Bay	Lisa Duckart	Manitowac
Amy Elliott	Menasha	Allison Faldet	Eau Clare
Holly Finnell	Merrill	Jean Haznar	Appleton
Melissa Hillman	Appleton	Kathy Hinton	Omro
Kathy Holcombe	Janesville	Brian Hyde	Menasha
Judy Kafka	Mosinee	Karen Kapocius	Appleton
Catherine Kellogg	Oconto Falls	Rebecca Kitchen	Kimberly
Linda Krenz	Wausau	Dan Manning	Pulaski
Elizabeth Manning	Pulaski	Patricia Maxson	Oshkosh
Sheryl Melotik	Bowler	Carol Montoto	Mukwonago
Brenda Pinkerton	Oshkosh	Mary Prill	Rothschild
Dori Railing	Kimberly	Elisabeth Reyes	Madison
Lynda Ryan	Pleasant Prairie	Jared Savage	Wausau
Christa Savage-Gore	Wausau	Marion Sells	Wausau
Lavonne Solem	Menomonie	Dawn Soto	Plymouth
Mary Spitz	McFarland	Trudy Stachowiak	Turtle Lake
Adrienne Volz	Oshkosh	Sheila Voss	Viroqua
Sarah Wegner	Ringle		

Alignment Institute
Panel Members

Sandra Berndt	Wisconsin Department of Public Instruction
Mary Derginer	Green Bay Area Public Schools
Lisa Hagermoser	University of Wisconsin - Madison
Samantha Hoffman	Wisconsin Department of Public Instruction
Patrick Kumke	University of Wisconsin - Madison
Dara Martinovich	Wisconsin Department of Public Instruction
Bradley Niebling	University of Wisconsin - Madison
Andrew Roach	University of Wisconsin - Madison
Paula Volpiansky	Wisconsin Department of Public Instruction
Jennifer White	University of Wisconsin - Madison

Chapter 1

Introduction & History

Legal Context and Purpose

Federal and state education legislation requires that all students participate in state and district-wide assessments for purposes of accountability. Educators and educational stakeholders want to know "What students are learning" and "How well they are learning it." To answer questions like these accurately, students of all ability levels must be included in the assessments that are a central part of the accountability program. For various reasons, a disproportional number of students with disabilities historically have been excluded or have decided not to participate in such assessments. When a significant number of individuals from any subgroup of students doesn't participate in an accountability program, the resulting information is incomplete and there is the risk that the individuals and their peers in the subgroup may not count when important educational decisions are made.

There are, however, some legitimate barriers to including all students with disabilities in many large-scale assessment programs. For example, the standardized procedures for administering tests often have made it difficult to allow reading support to students or the content of the tests has not been well aligned with a student's functional living skills curriculum. All these barriers can be overcome. Specifically, the federal mandates allow for two methods, testing accommodations and alternate assessments, to overcome these barriers and to ensure the full inclusion of all students with disabilities in assessment programs. The primary federal legislative requirements concerning the inclusion of all students with disabilities in large-scale assessments can be found in the 1997 Amendments to the Individuals with Disabilities Education Act and Title I of the Elementary and Secondary Education Act (see Appendix A for a detailed account of this legislation.) To a large degree, these federal mandates have been translated into practice for Wisconsin educators in Department of Public Instruction Bulletin No. 02.03 titled *Guidelines for Complying with the Wisconsin Alternate Assessment Part I* (see Appendix B).

This Administration Guidebook is a further elaboration of these guidelines with regard to conducting an alternate assessment. The Wisconsin Alternate Assessment (WAA) for Students with Disabilities has been developed to facilitate the assessment of students with severe disabilities whose abilities and educational progress might otherwise go undocumented because they cannot meaningfully take regular pencil and paper tests, like the Wisconsin Knowledge and Concepts Examination (WKCE), even when fully accommodated. A fundamental feature of the WAA is individual student's progress towards Wisconsin's Academic Content Standards in reading, language arts, oral language, writing, mathematics, science, and social studies. Students with a disability who meet the criteria for participation in this alternate assessment have been determined by their Individualized Education Program (IEP) team to be performing, in general, at a skill level significantly below expectations for

their same age peers in the general education curriculum. Most experts estimate that about 2% of the total student population will require an alternate assessment.

The primary purpose of this Guidebook is to provide educators information for conducting and reporting the results of an alternate assessment. To accomplish this goal and to support the appropriate use of the WAA for Students with Disabilities, the following topics are covered in this Guidebook:

- A brief history of alternate assessment in Wisconsin,
- Characteristics of good assessments,
- Steps to conducting an alternate assessment,
- Technical qualities of the WAA, and
- Answers to Frequently Asked Questions about the WAA.

History and Guiding Principles

Alternate Assessments: Background and Evolving Research Base

For many students with severe disabilities, changes beyond test administration procedures or format changes (i.e., testing accommodations) are needed to ensure that assessment results are meaningful. Thus, the content of the assessment also must be modified to provide a valid measure of what these students are learning. To address this need, *alternate assessments* have been developed for use with approximately 15 to 20% of students with disabilities who are functioning at developmental and instructional levels significantly below those assessed by achievement tests like TerraNova that are used in the Wisconsin Student Assessment System (WSAS).

An alternate assessment is an assessment used in place of a state's or school district's regular achievement test (Ysseldyke & Olsen, 1999). Procedures for conducting an alternate assessment are still evolving in many states even though IDEA required implementation of these assessments by July 1, 2000. Generally, an alternate assessment is understood to mean an assessment designed for those students with disabilities who are unable to participate in general large-scale assessments even when accommodations are provided. According to Heumann and Warlick (2000), on behalf of the U. S. Department of Education, "Alternate assessments need to be aligned with the general curriculum standards for all students and should not be assumed appropriate only for those students with significant cognitive impairments. The need for alternate assessments depends on the individual needs of the child, not the category of the child's disability" (p.8).

The number of alternate assessments is a state decision. As in many state and district-wide assessment programs, the assessment may consist of multiple components or batteries. Title I requires that at a minimum reading/language arts and math must be assessed. Again according to Heumann and Warlick (2000), "the alternate assessment should at a minimum assess the broad content areas such as communication, mathematics, social studies, science, etc. The alternate assessment may assess

additional content, including functional skills. Functional skills can also be aligned to State standards as real work indicators of progress toward those standards" (p. 9).

The development and use of alternate assessments are evolving differently across the nation as attested to by the 2001 National Center on Educational Outcomes (NCEO) cyber-survey on Alternate Assessment (http://www.coled.umn.edu/NCEO). The survey data indicate that states are aligning the content standards assessed by their alternate assessment to varying degrees with those assessed for general education students. The survey results also indicate that a variety of assessment approaches (i.e., direct observation, personal interview, behavioral rating scales, analysis and review of progress, or student portfolios) are being used to evaluate students with severe disabilities.

Regarding the assessment method used, it is clear that teachers of students with significant disabilities need to play an important role in the ongoing collection and interpretation of evidence that is indicative of the academic standards in their particular state. This activity has implications for how teachers write IEPs and the focus of their instruction of students with significant disabilities.

As indicated by the NCEO survey and our experience, it appears that a majority of states are borrowing heavily from technology used in the development of behavior rating scales or performance and portfolio assessment. These assessment strategies rely on teacher observations and the collection of student work samples. These methods, if used appropriately, have the potential to offer meaningful and statistically sound results.

As of early 2002, very little published research was available regarding the design and use of alternate assessment. A review of the literature identified a few technical reports from research centers like the NCEO that describe alternate assessment practices in Maryland and Kentucky or the Mid-South Regional Resource Center that provide descriptions of alternate assessments in Delaware, Idaho, Indiana, Michigan, Missouri, North Carolina, and Tennessee, in addition to those on Kentucky and Maryland. One should not, however, conclude that there is not a substantial and sound research base for alternate assessments. In fact, the conceptual and measurement foundations for alternate assessments are well developed and are based on years of research in education and psychology covering performance assessment, behavioral assessment, developmental assessment, structured observations, and clinical assessment (Elliott, Braden, & White, 2000). Although these assessment methods differ somewhat, they all are (a) based on some direct or indirect observation of students, (b) are criterion- or domain-referenced in nature, and (c) require some summary judgments about the synthesis of data and the meaning of the scores or results. This latter quality, the use of judgments by knowledgeable assessors, is the empirical foundation for alternate assessment in several states including Wisconsin. Moreover, sound research literature exists that supports the fact that teachers can be highly reliable judges of students' academic functioning (Demaray & Elliott, 1998; Hoge & Coladarci, 1989).

In summary, information collected through alternate assessments is likely to be different from that collected for most students who take achievement tests like the ITBS, Stanford, or TerraNova, but if it is well aligned with the same academic standards an alternate assessment still can serve as an index of student progress toward achieving essential skills that are held for all students in a given state.

Overview of the History of Alternate Assessment in Wisconsin

The WAA for Students with Disabilities is part of the (WSAS) and was originally described in DPI Bulletin No. 98.14, which was replaced by Bulletin 02.03 (See Appendix B) and featured a comprehensive review of students' IEPs. The WKCE is the companion test in the WSAS that is administered to students without disabilities or those with disabilities that can meaningfully participate with accommodations. The WSAS also includes another alternate assessment for students with limited English proficiency. The WKCE uses four proficiency (i.e., performance) levels to characterize student performance: *Minimal Performance, Basic, Proficient, and Advanced*.

According to Bulletin 98.14, replaced with Bulletin 02.03, starting in 1999 data were to be collected and thoroughly reviewed by IEP teams using a wide range of assessment methods (e.g., observations, interviews, record reviews, rating scales, and other tests) when a student cannot take the regular assessment even with accommodations. Alternate assessments were to be curriculum-relevant, standards-based, and reflect the IEP objectives for an individual student. One of the possible tools available to assist Wisconsin educators in achieving this goal were a set of *alternate performance indicators*. Alternate performance indicators (commonly referred to as APIs) were developed by practicing educators in 1998 as descriptions of specific knowledge and skills that followed from state's Model Academic Standards, and when demonstrated by a student, could serve as meaningful predictors of some of the fundamental competencies represented in our state's content and performance standards. APIs were developed by educators in Wisconsin in each of the four content areas (English/Language Arts, Social Studies, Mathematics, and Science) for use with students with severe disabilities and limited English proficiency. A student's knowledge and skills in each domain could be assessed using a variety of methods, including: observations, tests, interviews, records reviews, and rating scales. This array of assessment options and standards-based terminology was designed to offer IEP teams flexibility in assessing students with significant disabilities. The IEP teams were encouraged to thoroughly review the current educational performance of students who were eligible for a state or district assessment, but who could not meaningfully participate even with testing accommodations. The IEP's review was to occur during a time period 3 to 4 months prior to the state or district assessment for which the alternate assessment is replacing.

The original alternate assessment in Wisconsin required educators to understand the state's content standards and the use of students' IEP objectives as assessment guideposts for structuring a thorough review of the educational achievement and

progress of individual students. For many IEP teams, this thorough review resulted in the use an array of methods for collecting information that was recent, representative, and reliable. But for others the process was unsystematic. In all cases, however, the results yield only a report of Prerequisite Skills Level and no common document providing feedback in the core content areas. This five category or level approach to describing students' performances in each of the academic content domains integrated the results from both the WKCT and the Alternate Assessment and provided an inclusive accountability report to the public, but was deemed inappropriate by Title I reviewers from the U.S. Department of Education. The approach was seen as inconsistent with best assessment practices and the state was called on by U.S. Department of Education reviewers to design an alternate assessment that could provide valid results that differentiated levels of student performance, like the regular assessment, in each of the core content areas.

Reviewers from the U.S Department of Education in 2000 and many teachers who worked with students with severe disabilities believed the assessment process could be enhanced if more structure was provided. Another concern relevant for Title I compliance is the ability of alternate assessment scores to be meaningfully integrated with those of other students who completed the "regular" test to provide an overall quantitative index of annual yearly progress.

As a result of the concerns voiced by Title I reviewers and some Wisconsin educators, researchers from the University of Wisconsin and Wisconsin Department of Public Instruction staff worked together to enhance the alternate assessment for students with disabilities. Much of the content for the enhanced alternate assessment came from the knowledge and skills documented in the APIs. The process for collecting information about these knowledge and skills was influenced by research on behavior rating scales and teachers' judgments of students' achievement. Much of this research was reviewed in the previous section. Finally, the use of content-focused scoring rubrics and continua of skill development was influenced by work in performance assessment.

Guiding Principles for the WAA for Students with Disabilities

The revised alternate assessment framework that resulted from the Title I review and discussions among the leadership of the enhancement project is embodied in a new DPI Bulletin No. 02.03 (see Appendix B) entitled *Guidelines for Complying with the Wisconsin Alternate Assessment Part 1*. This assessment was been designed in accordance with the aforementioned federal legislation and widely accepted professional standards for educational tests (AERA, 1999). Key principles that guided the development of the enhanced WAA included:

- The assessment needs to identify and assess skills that are critical to the integrity of instruction for all students.
- The assessment needs to be closely aligned with the state's academic content standards.
- The assessment needs to be sensitive to student growth and accurately reflect students' ability in core content areas.
- The assessment and the results of the assessment should lead to instructional opportunities that meet student needs.
- The assessment should provide reliable and valid results.
- The assessment results should be helpful to teachers, parents, and administrators in making educational decisions.
- The assessment should be time and resource efficient.
- The assessment should yield scores that can be integrated with those of other students in the same school to facilitate decisions about adequate yearly progress.

Chapter 2

Characteristics of a Good Assessment and the Technical Soundness of the WAA for Students with Disabilities

Good educational assessments yield "good" scores. Educational assessments come in many forms and educational assessments serve a variety of purposes. But regardless of the type of assessment or its purpose, all good assessments should possess the characteristics of *validity*, *reliability*, and *usability*. For many readers, these are familiar terms commonly associated with tests and testing. And yet their meaning often is not well understood. This section of the Guidebook focuses on very practical concepts that are central to assessing students and using the results of the Wisconsin Alternate Assessment with confidence. Reviewing issues of validity, reliability, and usability provides the technical context by which all tests and assessments are evaluated, especially new assessment tools like the WAA.

Before examining these three key assessment concepts, let us first establish how achievement tests or rating scales and their resulting test scores are typically used. Basically, an achievement test is given once or possibly twice a year to a group of students with the intent of providing a score for each student that is indicative of his or her knowledge or ability in a given subject matter. *The resulting test scores are useful or "good" to the extent that the test (a) measures what the students have been studying in their classes and (b) the resulting scores are accurate*. To the extent that the test measures subject matter content that is different from what students have been studying, students' test scores become less meaningful as indicators of their achievement and less useful in guiding teachers' future instructional efforts. Likewise, if the students' answers do not result in a test score that can be determined consistently and accurately, teachers' confidence in the score is lessened.

Alignment is a key element in the creation of standards-based achievement tests and rating scales. Alignment is the extent "to which expectations and assessments are in agreement and serve in conjunction with one another to guide the system toward students learning what they are expected to know and do" (Webb, Horton, & O'Neal, 2002, p. 1). Determining the alignment between an assessment and the content it is meant to assess is an important piece of evidence in any validity argument. Lane (1999) outlines procedures for evaluating the validity of assessments designed to measure students' mastery of state content standards. According to Lane, two forms of evidence are pertinent to determining the validity of these assessments: (a) the extent to which the state assessment reflects the state's content standards and (b) the extent to which the curriculum offered to students reflects the content standards. By establishing the alignment of a large-scale assessment to state content standards, test developers provide important evidence of the validity of test results as a measure of students' mastery of the core curriculum.

In summary, we tend to find achievement tests useful when they are representative of what students have been taught and when they yield consistent, accurate scores. When these conditions have been met, we are more comfortable or confident making inferences from the

resulting test score about students' classroom performances. When academic standards (like some of those in state content standards) have influenced classroom instruction, then it is logical to also consider a possible relationship between students' test scores and such standards. That is, it is reasonable to use test scores in a subject matter area as evidence of the degree to which students have acquired the knowledge and skills specified in content standards.

Validity

Validity refers to the adequacy and appropriateness of the interpretations made from assessments, with regard to a particular use. Of all the essential characteristics of a good test, none surpasses validity. If a test is not valid for the purpose used, it has little or no value. Validity is specific. That is, a test may be valid for one purpose and not the others. For example, to administer a spelling test for the purpose of determining a student's achievement in grammar is very likely to be invalid.

Traditionally, test developers have talked about three major kinds of validity: content validity, criterion-related validity, and construct validity. A test has *content validity* if it adequately samples knowledge and skills that have been the goal of instruction. Does the test adequately represent the material that was taught? Determining whether a test has content validity is somewhat subjective. It usually is established when subject-matter experts and experienced teachers agree that the content covered is a representative sample of the knowledge and skills in the domain tested.

A test is said to have *criterion-related validity* if its results parallel some other external criteria. Thus, test results are similar or not similar to another sample of a student's behavior (or some other criterion for comparison). If students do well on a standardized reading test that measures many aspects of reading, they likewise should do well in completing and understanding geography and history assignments. Some people refer to this type of validity as predictive validity because a score from one assessment is being used to make predictions about a performance on another assessment that occurs later.

A test has *construct validity* when the particular knowledge domain or behavior said to be measured is actually measured. For example, a teacher may claim that his or her test measures application of mathematical concepts and not just mathematical computations. Therefore, a review of the test should reveal that large portions of the items require students to apply results of mathematical computations using mathematical concepts correctly. To further substantiate that the test measures the application of mathematical concepts, one could look for agreement between the test results and other evidence from students' classroom activities and work samples. Construct validity is a complex issue and increasingly is coming to refer to the entire body of information about what a test measures. As you can see in the example of the assessment of mathematical applications, decisions about construct validity require information about the content of the test and the degree to which the test results relate to other measures of the same construct.

It makes no sense to prepare or select a test designed to measure something other than what has been taught if you want the results to affect instruction and provide information about student learning. As an example, we don't measure a student's height using a bathroom scale. Therefore, teachers and others should work hard to ensure that a test measures what it is designed to measure. When it does, we say the test scores have good construct validity.

Numerous factors can make assessment results invalid for their intended use. Some are obvious and avoidable. For example, no teacher would think of measuring knowledge of mathematics with a social studies assessment. Nor would it be logical to measure problem-solving skills in fourth grade mathematics with an assessment designed for eighth graders. In both instances, the assessments would yield invalid results.

Some of the factors that influence validity are subtle. A careful examination of test items or assessment tasks will indicate whether the assessment instrument appears to measure the subject matter content and the cognitive functions that the teacher is interested in measuring. However, several factors may prevent or interfere with the test items or assessment tasks functioning as intended. When this happens, the validity of the interpretations of the assessment results is diminished.

Evidence of Validity. Evidence of the validity of a score on a test or an assessment instrument generally takes two forms: (a) how the test or assessment instrument "behaves" given the content covered, and (b) the effects of using the test or assessment instrument. Questions commonly asked about a test's "behavior" concern its relation to other measures of a similar construct, its ability to predict future performances, and its coverage of a content domain. Questions about the use of a test typically focus on the test's abilities to reliably differentiate individuals into groups and to guide teachers' instructional actions with regard to the subject matter covered by the test. Some questions also arise about unintended uses of a test or an assessment instrument. For example: Does use of the instrument result in discriminatory practices against various groups of individuals? Is the test used to evaluate others, such as parents or teachers, whom it does not directly assess? These questions concern a relatively new area of validity referred to as consequential aspects of validity (Green, 1998; Messick, 1993).

Criteria for evaluating the validity of tests and related assessment instruments have been written about extensively. A joint committee of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education recently revised their comprehensive list of standards for tests that stresses the importance of construct validity and describes a variety of forms of evidence indicative of a valid test. These revised *Standards for Educational Psychological Testing* (American Educational Research Association, 1999) include valuable information for educators involved in testing diverse groups of students, including both students with disabilities and students with limited English proficiency.

Key Aspects of Validity. Many test users and consumers of test-based information struggle with the relatively abstract concept of validity and its importance to the meaningful use of tests or assessments. Be assured, however, it is the single most important characteristic of good assessment information and must be understood by all test users. Keep in mind the following key aspects of validity:

- Validity is concerned with the general question, "To what extent will this assessment information or test score help me make appropriate decisions?"
- Validity refers to the decisions that are made from assessment information, not the assessment approach or test itself. It is not appropriate to say, "This assessment information is valid" unless you also say for what decisions or groups it is valid. Keep in mind that assessment information valid for one decision or group of students is not necessarily valid for others.
- Validity is a matter of degree; it does not exist on an all-or-nothing basis. Think of assessment validity in terms of categories: highly valid, moderately valid, and invalid.
- Validity involves an overall evaluative judgment. It requires an evaluation of the degree to which interpretations and uses of assessment results are justified by supporting evidence. Educators also must consider assessment results in terms of the consequences of those interpretations and uses.

Although validity may be the most important characteristic of a good assessment, it is by no means the only characteristic you should understand. Consumers of test results also want the results to be reliable, so let us next examine what reliability means with respect to test scores.

Reliability

A test is reliable to the extent that a student's scores are nearly the same on repeated measurements with the test. In other words, a test is characterized as reliable if it yields consistent scores. Suppose, for example, that a teacher has just given an achievement test to her students. How similar will a students' scores be if she assessed them tomorrow, or next week, or in a couple of months? How would the students' scores have differed if she had selected a different sample of tasks to test? How much would the scores have differed if another person scored the test? These are the types of questions with which reliability is concerned.

Remember, assessment results merely provide a limited measure of performance obtained at one point in time. Some error always exists in any test or assessment as fluctuations in human behavior are not totally controllable, and the test itself may contain possibilities for error. As errors in measurement increase, the reliability of a test decreases. Unless an assessment can be shown to be reasonably consistent over different occasions, different raters, or with different samples of tasks from the same subject matter, we can have little confidence in the results.

Carefully note the relationship and distinction between reliability (consistency) and validity (meaningfulness). A valid test must be reliable, but a reliable test may not be valid. In other words, *reliability is a necessary but not sufficient condition for validity*. For example, giving an algebra test to first or second graders will produce consistent results, but the results are not

meaningful for six-year-olds. Thus, the test would be reliable, but not valid.

Reliability can be described numerically and is primarily statistical. It is important that you understand reliability if you are going to be involved in using test results, and essential if you are ever going to design and conduct an alternate assessment for a student with a severe disability. The logical analysis of an assessment will provide little evidence concerning the reliability of the resulting scores. To evaluate the consistency of scores assigned by different raters, two or more raters must score the same set of student performances. Similarly, an evaluation of the consistency of scores obtained in response to different forms of a test or different collections of performance-based assessment tasks requires the administration of both test forms or collections of tasks to the same group of students. Whether the focus is on inter-rater consistency or the consistency across forms or collections of tasks, consistency may be expressed in terms of shifts in the relative standing of students in the group or in terms of the amount of variation to be expected in a student's score. We report consistency in the case of inter-rater judgments or across forms of a test by means of a correlation coefficient. In the case of the expected amount of variation in a given student's test score, however, we report consistency by means of a statistic called the standard error of measurement. Both of these methods of expressing reliability are widely used and educators responsible for communicating the results of assessments should understand them.

The *standard error of measurement* (SEM) is an estimate of the variation expected in a student's score if the student is repeatedly given the same test. The amount of variation in the scores is directly related to the reliability of the assessment procedures. Low reliability is indicated by large variations in the resulting scores, and high reliability by little variation in the scores.

It is impractical to repeatedly administer the same test to a student. Fortunately, however, it is possible to estimate the amount of variation in the resulting scores. This estimate of the variation in scores is the SEM. The calculation of the SEM is straightforward once you have an estimate of reliability such as a coefficient alpha.

Factors Influencing Reliability. Although teachers seldom find it possible or useful to calculate reliability coefficients or SEMs, they should be cognizant of factors that can influence assessment results. Two such factors are the number of items or tasks on a test and the objectivity of the scoring of the items or tasks. In general, the larger the number of tasks on an assessment, the higher the reliability will be, because a longer assessment will provide a better sample of the knowledge and skills being measured. In addition, the scores are less likely to be distorted by chance factors.

Objectivity of an assessment refers to the degree to which equally competent scorers obtain the same results for the same students. Most of the published tests educators use are high in objectivity, and are often scored by machines or highly trained scorers. Concerns about the reliability of scores, frequently voiced as issues of bias or fairness, often have been used to argue against the use of complex constructed-response type tasks on achievement tests. However, with training and the use of behavior rating scales it is possible to get highly reliable scores.

Key Aspects of Reliability. This examination of reliability will be concluded by reiterating that unless a test is reasonably consistent on different occasions or with different samples of the same behavior, test users should have very little confidence in its results. A variety of factors, some concerning the student taking the test and others inherent in the test's design and content, can affect the reliability of a test. Student characteristics affecting a test's reliability include guessing, test anxiety, and practice in answering items like those on the test. Characteristics that can influence reliability include a test's length (longer tests are generally more reliable), homogeneity or similarity of items (more homogeneous tests are usually more reliable), and time allotted (speed tests are typically more reliable than untimed tests).

In conclusion, when considering the reliability of any test or assessment process, keep the following three points in mind:

- Reliability refers to the stability or consistency of assessment information, not the appropriateness of the assessment information collected.
- Reliability is a matter of degree; it does not exist on an all-or-none basis. It is expressed in terms of degree: high, moderate, or low reliability.
- Reliability is a necessary, but not sufficient, condition for validity. An assessment that provides inconsistent results cannot be relied upon to provide useful information. If important educational decisions are to be made from a test, the resulting score(s) must be highly reliable.

Usability

So far we have asserted that good assessments should measure what they say they measure and that the measurements must be consistent—that is, good assessments are valid and reliable. Good assessments also must be useful. This may seem like an obvious point, but educators should not overlook it when designing or selecting an assessment, particularly when the assessment involves a large number of children. For example, in many statewide assessment systems more than 200,000 students are eligible to take a test each year. Thus, issues concerning ease of administration, interpretation and application, time required to administer the test, and cost should be weighed against alternative ways of getting the same information and the resulting consequences.

Unlike the concepts of validity and reliability, there is no general set of guidelines or statistical indices used to determine the usability of a test or an assessment program. A wide array of variables influences decisions about usability. One of the issues most hotly debated in assessment for educational accountability is how useful test results are for teaching and learning. When students as a whole do poorly on a test, there are two possibilities for their poor scores: either the test is a poor measure of student learning, or the test accurately reflects the fact that students did not learn. Whether a test is a poor measure (and therefore not usable for making instructional decisions) is primarily determined by the concept of alignment—that is, whether the test is a good (i.e., reliable and valid) measure of the curriculum or standards students are to master. If the test is aligned with the curriculum (what students are to master), then teachers can use assessment results to evaluate student learning—and their instruction. Good assessment results suggest students learned, and by

implication, that the teacher taught the subject matter effectively. Poor assessment results suggest students did not learn, and by implication, that the teacher did not teach the subject matter effectively.

Another key usability issue concerns how the results of an assessment are communicated. When results are stated in understandable terms to most consumers, but especially teachers, it increases the likelihood that they will facilitate teachers' instructional efforts and advance an understanding of their own abilities for students and their parents. Related to *how* results are communicated is the issue of *when* results are communicated. For feedback of any kind to be useful, it must occur close in time to the performance of interest. Far too often, test results—particularly those from large-scale assessments—come months after the testing event occurred and with little time to focus on remediation efforts and they may only provide large group, general results for the fundamental subject matter areas.

Applying Knowledge of Good Assessments to the Evaluation of the WAA

As emphasized in the review of characteristics of good assessments, good assessments are valid, reliable, and usable. Many educators have translated this "holy trinity" of measurement to mean that a test must measure what it says it measures and do so in a way that is practical and results in consistent scores. This is an acceptable translation, but perhaps a bit of an oversimplification of the judgments required of persons involved in using an alternate assessment. Recall that validity is not an all-or-none characteristic of an assessment, but rather a matter of degree. Also remember that reliability is a necessary but not sufficient condition of validity. Ultimately, a statement about the validity of an assessment involves an evaluative judgment of the degree to which interpretations and uses of the assessment results (scores or proficiency statements) are justified. To make decisions about the degree to which an assessment yields valid results, it is useful to ask five questions:

The Content Question. *How well does the sample or collection of assessment tasks represent the domain of tasks to be measured?* For most teachers this question is answered by reviewing copies of tests and comparing the items to what they teach. The greater the similarity or alignment, the more confidence they have that the test measures what they value. This question was central to the development of the WAA and influenced the Alternate Assessment Workgroup in its efforts to translate state achievement standards to items on the WAA rating scale.

The Consistency Question. *How consistent are the results of an assessment scored by two people?* For most teachers, this is a question that comes upon when different students compare their test scores and find differences in scores for what they perceive to be very similar or identical answers. The students often wonder if somebody other than their teacher scored the different tests. The issue of consistency in scoring is at the heart of the reliability of the scores. With a rating scale like the WAA, it is possible to have two or more educators rate one student's evidence for a particular item. When the different raters agree, we say their ratings are highly reliable. Thus the consistency question can be answered by examining the inter-rater reliability of ratings.

The Test-Criterion Relationship Question. *How well do students' performances on the assessment predict future performances or estimate current performances on some valued measure of the knowledge and skills other than the test itself?* For most teachers, this question is answered by comparing the assessment results with another measure of performance, such as classroom tests or summary observations by the teacher. The greater the similarity between the test and teachers' other criterion of performance, the more confidence teachers have in the test scores. This question was addressed by the alternate assessment workgroup by designing a study where students' ratings on the WAA were correlated with ratings on established scales of academic and social competence.

The Construct Question. *How well can teachers interpret performance on the assessment as a meaningful measure of the knowledge and skills the assessment purports to measure?* For most teachers, answers to this question will be out of reach, because it requires establishing the meaning of the assessment by experimentally determining what factors influence students' performances. Many educators will fall back on their review of the content and test-criterion relationships as evidence that the test measures a specific construct. Construct validation takes place primarily during the development of a test and is based on an accumulation of evidence from many sources. If you are using a published test or assessment program to measure a particular construct such as mathematical reasoning or reading comprehension, then you should find the necessary evidence on the construct validity of the instrument included in a technical manual that accompanies the test. In the case of a new testing program such as the WAA, information about the construct being measured was gained from a review of the evidence used to make proficiency judgments and by examining item to total score correlations for the various content area rating scales. Results of factor analyses can also provide information on the underlying construct that is being measured and will be collected after the WAA Implementation year is completed.

The Consequences Question. *How well does the use of the assessment results accomplish the intended purposes of the assessment and avoid unintended effects?* If an assessment is intended to contribute to improved student learning, the consequences question becomes deceivingly simple: "Does it?" In trying to answer this question, teachers typically pose many more questions. For example, "What impact does the assessment have on teaching? What are the possible negative, unintended consequences of the use of the assessment results?" As you can see, there is no short or easy answer to the consequences question. Nevertheless it is worthwhile to address. In fact, it is often the first question many educators ask when confronted with a new large-scale assessment program. In a recent WAA evaluation study, user surveys were used to ask teachers and parents fundamental questions about the consequences of using the WAA on their time, instruction of students, and understanding of students' learning.

In conclusion, issues pertaining to decisions about validity of test results start before a test is given, continue after a test is completed, and are always relative to the stated purpose of the test. As you can see, the typical and seemingly straightforward question, "Is the test valid?" is actually inappropriately worded and requires some technical knowledge to answer. Better questions, and ones testing directors and school assessment leaders should be equipped to address, are: "Is the test a good test?" and "Does the test yield valid scores?" In the next section of this Guidebook, data are summarized from a recent evaluation study of the WAA.

Summary of the Validity Evidence for the WAA

A two-part investigation using a multi-method, multi-source approach to evaluating the WAA was conducted during Spring 2002. The primary evaluation data came from a *Field Trial Study* with a representative sample of students whose teachers completed the WAA forms and several other assessment instruments. Teachers also summarized in a detailed *Case* Study their assessment efforts and knowledge of the student they assessed. In addition to this direct student data, teachers and parents of the students in the Field Trial Study were surveyed about the usability and meaningfulness of the WAA. The second part of the investigation was an *Alignment Study* where an expert panel reviewed the content of the WAA against the State Academic Content Standards. The Alignment Review Panel (*N = 10*) consisted of special education teachers, personnel from the Wisconsin Department of Public Instruction, and graduate students who participated in a two-day WAA Alignment Institute conducted at the University of Wisconsin-Madison on June 13-14 under the direction of Dr. Norman Webb, a nationally recognized expert on the alignment between tests and academic standards.

The purpose of the WAA Field Trial was to determine whether the WAA could be a reliable and valid measure of the skills and concepts that comprise the curriculum and instruction of students' with significant disabilities. The variables in this phase of the investigation included the WAA Leadership Team's item importance ratings, frequency of usage ratings for each WAA item, and frequency of items aligned with students IEP goals. A correlational design was used to examine the strength of the relationship between the WAA Leadership Team item importance ratings and actual item usage and IEP alignment. Then descriptive analysis were used to examine the relationship between the raw score ratings and the students' overall performance level scores. In addition, descriptive statistics and narrative data were used to examine teachers' and parents' perceptions of the instructional utility and content validity of the WAA. Finally, reliability estimates (i.e., coefficient alphas, SEMs, inter-rater agreement indices) were calculated for each of the content areas assessed. Table 1 summarizes much of the validity evidence that this Field Trial Study yielded and also identifies additional data to be collected during the Implementation Year. A complete report of the Field Trial and Alignment Studies is available at the DPI web site (www.dpi.state.wi.edu).

Table 1. Validity Evidence from the Wisconsin Alternate Assessment 2002 Evaluation Study

Type of Validity Evidence	Description of Validity Evidence	Status of the Study
Content	#1. Importance ratings of original pool of 231 APIs as items	completed
	#2. Alignment with Content Standards, Classroom Instruction, and content of TerraNova	
	A) IEP alignment data from field test cases	completed
	B) Importance & Instructional Relevance ratings by work group members after field test cases	completed
	C) Alignment of items with content standards by separate panel of educators	completed
Concurrent; Convergent & Discriminant	#3. Correlations among teachers' ratings of students on the WAA, the Academic Competence Evaluation Scales (ACES), and the Social Skills Rating Scales (SSRS).	completed
	#4. WAA ratings correlated with ACES & TerraNova results for a sample of 100 4th & 8th graders; select a random sample of students with disabilities who participated in the regular assessment with and without accommodations & have their teachers complete a WAA & an ACES.	planned
Construct	#5. Used a modified Q-sort technique and had teachers categorize the WAA items into content area categories	completed
	#6. Conduct a confirmatory factor analysis of a random subsample of WAA cases (N=200) from Fall 2002 Implementation sample	planned
Consequential	#7. Surveyed Teachers & Parents about the acceptability, utility, and meaningfulness of the WAA	completed
	#8. Review IEP alignment data from completed WAA rating forms over multiple years & IEP reviews (pretraining & posttraining)	planned
Reliability Estimates	#9. Coefficient alphas on completed WAA from field test cases	completed
	#10. Standard Error of Measures for each WAA scale	completed
	#11. Interrater agreement data from completed WAA field test cases	completed

The WAA Alignment Institute was designed to produce measures of five criteria. The underlying assumption of this approach is to compare the relationship between assessment instruments and standards by analyzing how these documents compare using the same criteria. The five criteria are listed in the Table 2. The results produced by the WAA Alignment Institute pertain only to how the Wisconsin State Content Standards and the Wisconsin Alternate Assessment are in agreement and should not be considered external verification of the general quality of the State's standards or assessments. The results of the WAA Alignment Institute represent the judgments of individuals familiar with curriculum and assessment of special education students.

Table 2. Criteria Used to Evaluate Alignment Between Wisconsin Alternate Assessment and Wisconsin State Content Standards

Criterion	Definition
Categorical Concurrence	Indicates if the same or consistent categories of content appear in both standards and assessment.
Depth-of-Knowledge Consistency	Indicates if what is elicited from students on an assessment is as demanding cognitively as what students are expected to know and do as stated in the standards.
Range-of-Knowledge Correspondence	Indicates whether a comparable span of knowledge expected of students by a standard is the same as, or corresponds to, the span of knowledge that students need in order to correctly answer the assessment item or activity.
Balance-of-Representation	Indicates the degree to which one curriculum objective is given more emphasis on the assessment than another.
Source-of-Challenge	Used to identify items on which the major cognitive demand is inadvertently placed and is other than the targeted curriculum skill, concept, or application. Item characteristics may cause some students to get an item partially or totally incorrect, even though they have the understanding and skills being assessed.

(Adapted from Webb, 2002).

Eight conclusions about the WAA and its use with students with significant disabilities were clear from the Field Trial data, teacher and parent survey responses, and the Alignment Study.

1. The Alternate Assessment Participation Checklist is a useful tool that facilitates IEP teams' appropriate selection of students for the WAA for students with disabilities.
2. The directions and procedures for completing the WAA are understandable and relatively easy to follow. Some attention, however, was needed to ensure that raters understood the instructions concerning the collection and documentation of evidence for IEP-aligned items and to explain the difference between ratings of Not Applicable and Non-Existent.
3. The content covered by the WAA is well aligned with the state's academic content standards, but is more comprehensive than most students' IEP objectives. The degree of alignment between IEP objectives and the WAA items was greatest in the core academic areas of reading, language arts, and mathematics and poorest in the subject areas of social studies and science. It was recommended that 2 or 3 science items be added to enhance the range and depth of knowledge covered with regard to the state content standards. Three items were ultimately added to the Science scale.

4. The types of evidence teachers used as a basis for their proficiency ratings was relatively limited. In fact, the majority of teachers consistently used only Observation and Work Sample evidence. Other forms of evidence surely exist in most classrooms. The more forms of evidence collected and documented by teachers, the more representative and valid the assessment.
5. Teachers used the WAA proficiency rating rubric and overall performance level summary scores to yield reliable scores for students. The Individualized Proficiency Scores and the Overall Performance Level Scores for individual students were highly correlated. Specifically, the inter-rater reliabilities for IEP-aligned items and for Overall Performance Levels was extremely high, as were coefficient alphas for each of the content area scales. Consequently, the standard error of measurement for these scales were all very small.
6. Substantial evidence was found to support the reliability and validity of the WAA scores in reading, language arts, oral language, writing, mathematics, science, and social studies. Replication of these findings, however, is needed with a larger sample. A larger sample from would also provide the opportunity to conduct some additional analyses concerning the construct validity of the various scales and facilitate the deletion of a few items from each scale so that the instrument is valid but perhaps more time efficient to complete.
7. Teachers and parents were positive about the use and consequences of students participating in the WAA. The only concern of note voiced by a majority of teachers was the amount of time needed to conduct the alternate assessment. More professional development and the shortening of some of the scales may successfully address the majority of teachers' concern about time.
8. Teachers need training and support to use the WAA appropriately. Professional development opportunities and some on-going support via written materials and/or web-based training would address this concern for the majority of educators.

These eight conclusions summarized the major findings of the 2002 WAA evaluation study and guided continued refinement of the WAA procedures and related professional development for educators involved in the assessment of students with significant disabilities. The findings of this study provided strong evidence that the WAA for students with disabilities is well aligned with state content standards and can yield reliable and valid scores.

Chapter 3

Conducting an Alternate Assessment

The procedure for conducting an alternate assessment for students with significant disabilities is systematic and comprehensive, and when followed appropriately it yields recent, representative, and reliable scores based on the professional judgments of educators. The WAA focuses on core prerequisite knowledge and skills in reading, language arts, oral language, writing, mathematics, science, and social studies. Before the assessment process begins, however, a student's IEP team must complete an *Alternate Assessment Participation Checklist* to determine whether a student is eligible for an alternate assessment (See Figure 1). As indicated in Figure 1, IEP team members are responsible for deciding if a student with a disability is eligible to participate in the WAA or should be taking part or all of the WKCE with accommodations. In order to be eligible for the WAA, the IEP team must answer questions about the students' (1) curriculum, (2) present level of educational performance, (3) need for instructional support, and (4) source of difficulty with the regular curriculum. Each of the 4 questions must be considered with respect to each of the content areas. When considering the language arts area, IEP teams should consider the subdomains of oral language and writing because these skill areas can be assessed separately on the WAA. To be eligible to participate in an alternate assessment in any content area, the IEP team must answer "Yes" to each of the 4 questions. It is possible, but unusual, for a student to take one or more content area assessments on the WKCE and be assessed in the remaining content areas with the WAA.

Figure 1. WAA Participation Checklist for Students with Disabilities

WISCONSIN ALTERNATE ASSESSMENT PARTICIPATION CHECKLIST FOR STUDENTS WITH DISABILITIES

Student: _____ **Age:** _____ **Date:** _____

Teacher: _____ **School:** _____

IEP teams are responsible for deciding whether students with disabilities will participate in regular assessment programs (WKCE), with or without testing accommodations, or in the state's alternate assessment (WAA). To facilitate informed and equitable decision-making, IEP teams should address each of the following statements **for each of the content areas** when considering an alternate assessment. Check all that apply.

When the IEP team concurs that all four of the statements **below accurately characterize a student's current educational situation in a given content area, then an** alternate assessment **should be used to provide a meaningful evaluation of the student's current academic achievement in that content area. Content areas without four checks should be assessed using the regular assessment, with or without accommodations.**

Participation Criteria	***Reading***	***Language Arts***	***Math***	***Science***	***Social Studies***
1. The student's curriculum and daily instruction focuses on knowledge and skills significantly different from those represented by the state's content standards for students of the same chronological age.					
2. The student's Present Level of Educational Performance (PLOEP) significantly impedes participation and completion of the general education curriculum even with significant program modifications.					
3. The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.					
4. The student's difficulty with the regular curriculum demands is primarily due to his/her disabilities, and not to excessive absences unrelated to the disability, or social, cultural or environmental factors.					

ASSUMPTIONS:

- The IEP team has knowledge of the student's PLOEP in reference to the Wisconsin Model Academic Standards.
- The IEP team has working knowledge of the test format and what skills and knowledge are being measured by the statewide assessments such as WKCE and WRCT.
- The IEP team is knowledgeable of state testing guidelines and the use of appropriate testing accommodations.

Once it has been decided that a student will participate in the alternate assessment, a 5-step process must be followed. The steps are:

Step 1: Align WAA items with IEP Goals, Objectives or Benchmarks

Step 2: Collect Performance Evidence for Aligned Items

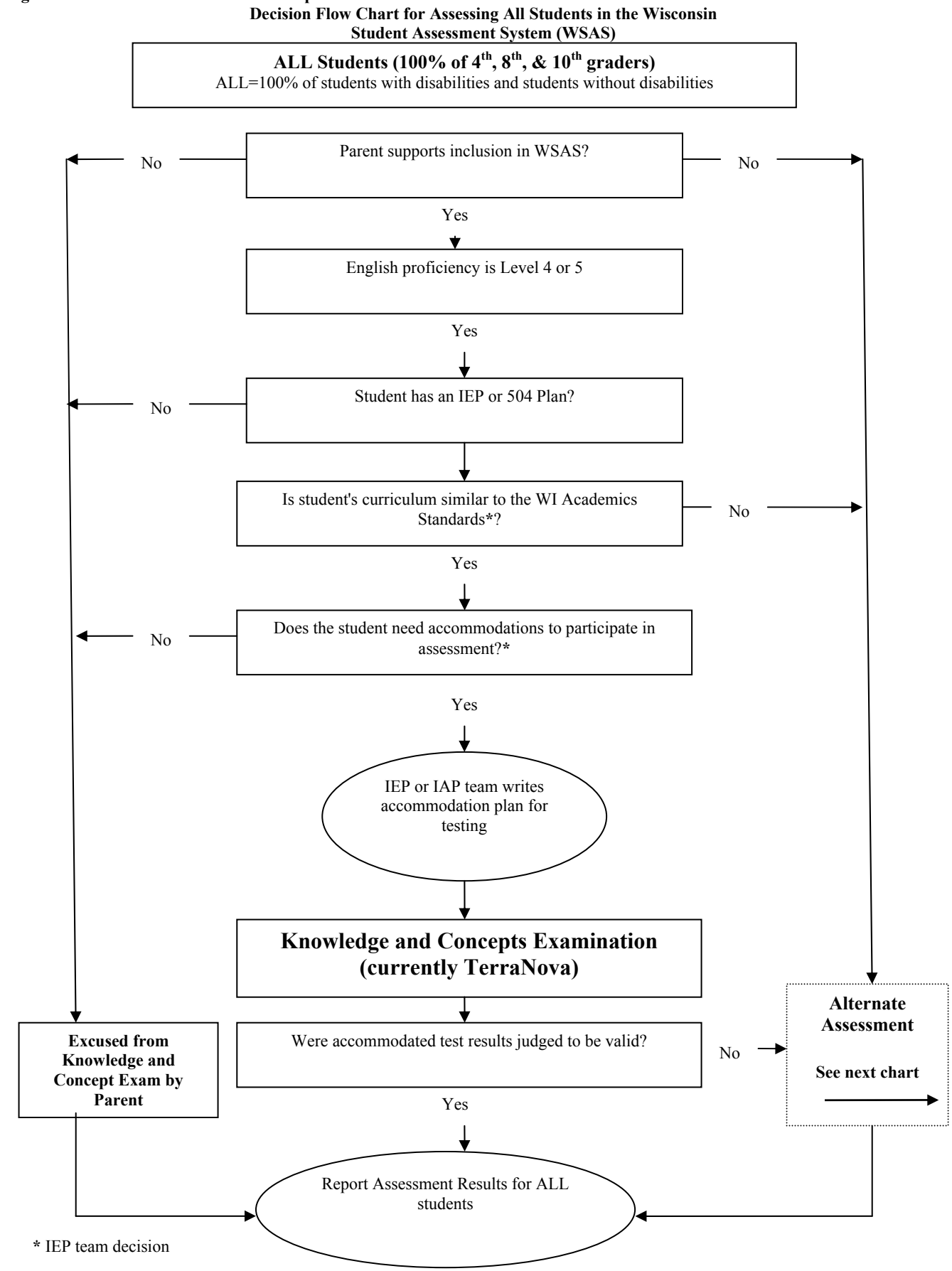
Step 3: Analyze and Rate Proficiency of All Items

Step 4: Summarize Ratings & Overall Level of Performance

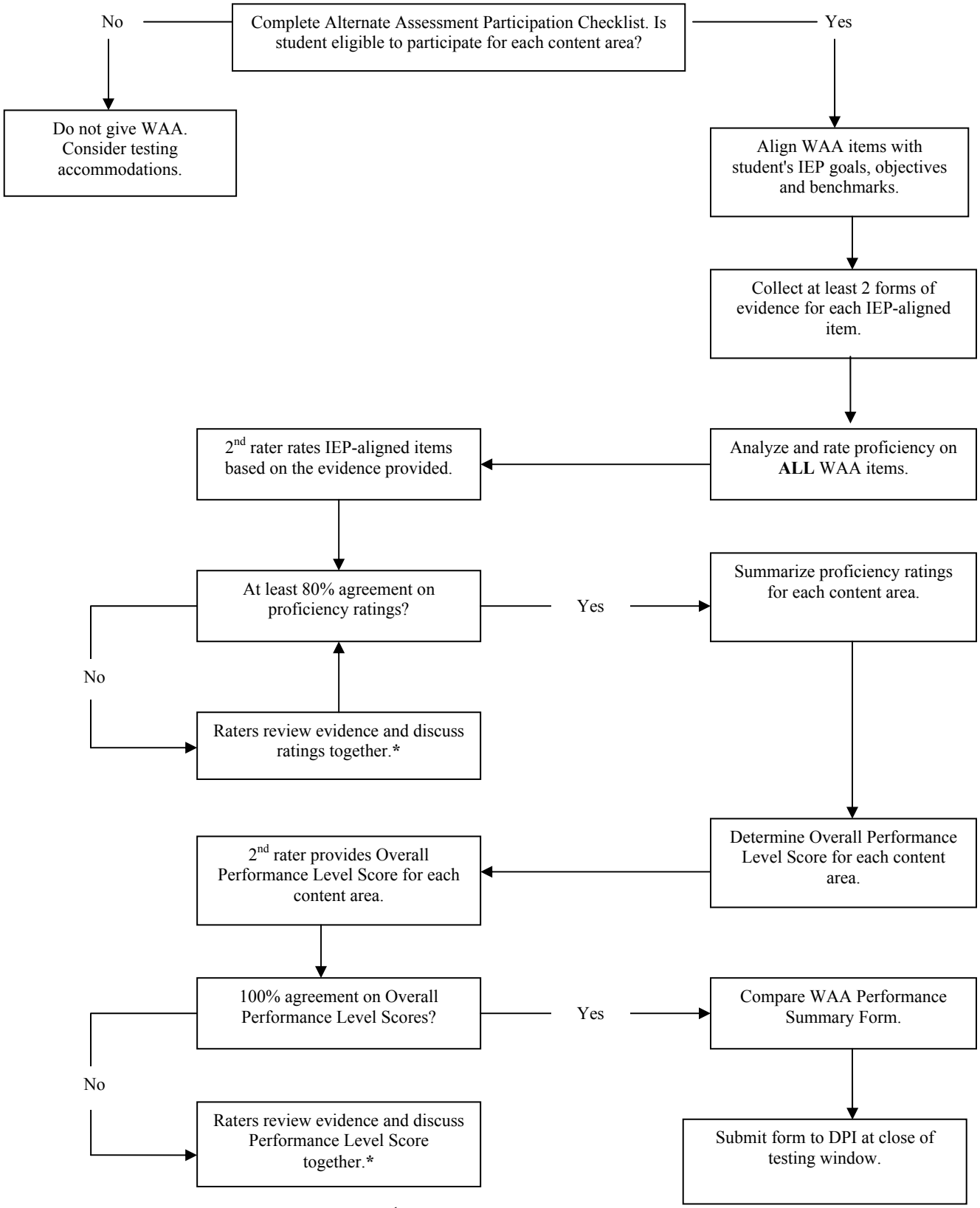
Step 5: Report Results

Figure 2 provides a flowchart to illustrate how these 5 steps lead to a comprehensive assessment and important educational outcomes. As highlighted by this flowchart, the WAA uses a systematic information gathering process for the purpose of making decisions about how well students are acquiring knowledge and skills that are prerequisite to or part of many of those that are embodied in the state's model academic content standards. Key aspects of this information gathering and decision-making process are the use of (a) teachers as evaluators of students' functioning, (b) classroom-based evidence being used as a basis for these evaluative judgments, and (c) criterion-referenced developmental performance levels to facilitate the integration of results from the WAA with those of WSAS tests.

Figure 2. Decision Flowchart of WAA steps and decisions.



The WAA for Students with Disabilities Evaluation Process



* If two raters can't reach agreement criterion, utilize 3rd rater. See administration guide page 30.

Teachers as Tests: Aligning Content and Making Valid Decisions. Researchers have demonstrated that teachers can be highly accurate judges of students' academic achievements, especially when they have been trained to use an assessment tool that provides a structure for reporting what they have observed in their classrooms (Demaray & Elliott, 1998; Hoge & Coladarci, 1989). The WAA Rating Scale provides the needed structure so teachers can utilize their wealth of knowledge about students.

One of the key aspects of the WAA that makes it a sensitive instrument for assessing individual students' performance is that there is an explicit responsibility for the teacher evaluator to identify content on the rating scale that is similar to or aligned with the student's IEP goals, objectives, or benchmarks. Although it is not required that teachers and other IEP team members be familiar with the Wisconsin Model Academic Content Standards, an understanding of these content standards provides a context for the importance of aligning what one has been teaching with the knowledge and skills assessed on the WAA.

Once a teacher, or in some cases an IEP team, has decided a student will participate in an alternate assessment, the next task is to align the student's IEP goals, objectives, or benchmarks with a particular item or items on the WAA rating scale. The knowledge and skills items on the WAA Rating Scales are prerequisites to the knowledge and skills required by the standards for general education students. Alignment does not necessarily mean one to one correspondence. It is likely that a student's IEP goals, objectives, or benchmarks will have links to several items in the various content areas (e.g., reading, writing, social studies). It is important for the rater to look at aligning a student's goals, objectives, or benchmarks with the knowledge and skills items that have the strongest connection to a particular content area. It is also important to understand that not all IEP goals, objectives, or benchmarks will align with items on the WAA, but the more alignment between IEP objectives and WAA items, the more instructionally relevant the results are to the IEP team.

The alignment of a student's IEP goals, objectives, or benchmarks with items on the WAA Rating Scale is ultimately up to his/her teacher or IEP team members, however, there some questions that may be helpful in making alignment decisions follow:

1. What content area is emphasized in the objective or benchmark? Is the primary focus reading, mathematics, oral language, social studies? Are the knowledge and skills of concern in the IEP goals, objectives, or benchmarks related to any of these areas emphasized in the content standards?
2. Is the knowledge and/or skill that is being taught a prerequisite skill in a certain content area?
3. What are the underlying concepts on which the student is working and how is it related to a particular knowledge and skill assessed on the WAA?

Aligning goals, objectives, or benchmarks to items representative of content standards is both an art and a science. Ultimately it requires the professional judgments of a teacher or IEP team. Over time, it is believed that IEP goals, objectives, or benchmarks and the content of the WAA will have a reciprocal influence on each other, and thus the alignment process will be come less challenging and time consuming.

It should be clear that teachers play the key role conducting the WAA for students with disabilities. In many ways, the WAA honors teachers as "tests" (Gerber & Semmel, 1984). Like all good tests, however, the WAA requires that the results are reliable and valid. The WAA requires that raters have evidence to substantiate their ratings and uses scoring rubrics to enhance the objectivity and comparability of scores across teachers. In addition, the WAA also requires that all important ratings and conclusions be reviewed by a second rater before they can be reported as reliable.

Classroom-Based Evidence of Students' Knowledge and Skills. Teachers' ratings and summary performance level judgments must be based on substantial and tangible evidence or data. In most classrooms, evidence or data about the functioning of students is plentiful. For purposes of the WAA, evidence can be categorized into six general areas: work samples, published tests, observations, interviews, videos/photos, and audio tapes.

To complete the rating scale on the WAA a teacher must collect at least two pieces of evidence for each item aligned with an IEP goal, objective, or benchmark. Evidence may include work samples, published tests, observation, interview, videotape, photographs, or audiotape. Teams are encouraged to use existing data that is collected on a regular basis as a piece of evidence. Each aligned goal, objective, or benchmark should have two different kinds of evidence, although it is appropriate to use the same piece of evidence for more than one item. For example, a teacher may have taken a short video of a student writing his name and address and then reading it aloud for another person to hear. This video evidence could be used as a basis for a rating of an item on the Reading scale and also an item on the Writing section of the Language Arts subscale. The teacher could also use some observational data of his or her own as the second piece of evidence for each of these items.

The evidence that is collected for a student should be recent and representative of the student's learning. It is inappropriate to use evidence that was collected in a previous year because it may no long represent what the student can do.

Ideally, the person gathering the evidence needs to spend at least a month to six weeks with a student before they begin the collection phase of the process. It is important to establish a relationship with the student so that ratings are reliable and representative of the student's learning. In addition, because observations are a valuable source of evidence for many items, teachers need time to observe and record their observations. Many teachers may have excellent progress monitoring sheets or daily observation records that will provide a good source of evidence for their summary ratings.

Criterion-Referenced Developmental Performance Levels. As noted earlier, teachers can be highly accurate and reliable judges of students' academic functioning, especially when they are provided a structure for evaluating student work and performances. One of the most important structural elements of an assessment are scoring criteria. In the case of the WAA, raters are provided descriptive scoring criteria for rating each item on a given content scale. These descriptive criteria comprise a Proficiency Rating that consists of four levels: Non-Existent, Emerging, Developing/Developed and Proficient/Generalized. The scale also includes a rating of Not Applicable that is used infrequently, but is appropriate when an item

is not relevant to a student's educational needs because the student's disability makes it virtually impossible to accomplish. A detailed description of each of these proficiency rating criteria are provided on page 3 of the WAA Rating Scale and in a subsequent subsection of this chapter.

Once, all the items are rating on the 4-point proficiency scale, raters are asked to reflect on a student's overall functioning in each of the core academic areas and provide an Overall Performance Level Summary Score. This summary score is accomplished by comparing the student's overall performance on the collection of individual items to each of four reference points on a developmental continuum of increasingly more sophisticated prerequisite skills and accomplishments. These developmental reference points are characterized as Prerequisite Skill Levels 1, 2, 3, and 4 and have some common features across all the content areas. These features include: (a) frequency or amount of the skill that is exhibited, (b) amount of support needed to perform the skill, (c) quality of the performance of the skill, and (d) generalizabilty of the skill. A copy of each of the developmental performance continua can be found at the end of each of the content area rating scales in the WAA.

In summary, the WAA scores for individual items and entire content scales are based on descriptive scoring rubrics that feature common developmental criteria and increasingly complex academic expectations. These scoring criteria provide functional reference points to which students' knowledge and skill development can be compared. Teachers can learn to use these rating criteria quickly and to yield highly reliable scores.

With a good understand of the importance of IEP goal, objective, or benchmark and WAA item alignment, evidence based ratings, and the use of scoring criteria, one can meaningfully review the detailed instructions for completing the WAA for a student with significant disabilities.

Specific Instructions for Completing the WAA Rating Scales

A complete copy of the WAA is provided in Appendix C for your review. The instructions that follow are written nearly verbatim from the rating instrument. It is critical that the instructions to the instrument are fully understood before one attempts to complete a WAA Rating Scale for a student with a disability.

Complete Cover Page Information - Be sure to provide a complete description of the student, note the date the decision was made to participate in the WAA, and document the names of individuals involved in conducting the assessment and reliability checks.

Step 1: Align Items with IEP Goals, objectives, or benchmarks - After determining the content domains the student will be assessed in, the IEP team or its representatives should check (√) which of the WAA items align (or are very similar) with one or more of a student's IEP goals, objectives, or benchmarks. The assessment results for checked items can provide valuable information about a student's progress on his/her IEP goals, objectives, or benchmarks.

Step 2: Collect Performance Evidence - For all the checked (√) items, you must collect classroom relevant information that provides evidence of how the student is performing. Typical categories of performance evidence include work samples, published test results, observations, interviews with third parties, videos or photos, and audio tape recordings. All evidence should be recent (no more than 3 months old) and representative of the student's typical work. High quality assessments use multiple types of evidence. Please check (√) the categories of evidence that you collect and rate for each of the items. Two or more categories of evidence should be checked for all IEP-aligned items.

Step 3: Analyze and Rate Proficiency - It is important that you analyze and rate the proficiency with which a student demonstrates the knowledge and skills needed to accomplish each of the alternate assessment items. Please use the scoring rubric below to rate the student's level of proficiency for ALL of the items in the content areas to be assessed. Please take special note of the difference between a rating of Not Applicable (NA) and Non-existent (0). Items deemed NA should be checked (√), but not given a proficiency rating. All other items, regardless of whether they are IEP-aligned or not must be rated either as Non-Existent, Emerging, Developing/Developed, or Proficient/Generalized. Circle the rating that best characterizes a student's current functioning. Please DO NOT SKIP any items.

Proficiency Rating	Rating Criteria
√ = Not Applicable	The IEP team has determined the item is not relevant to the student's educational needs. It is possible that the knowledge and skills required by the item may never develop even if time and effective instruction is provided. No instructional opportunities are consistently provided or supported.
0 = Non-existent	Student is unable to perform any part of a skill or demonstrate any knowledge without full physical prompting in a highly structured setting. However, it is realistic that the knowledge and skills are relevant to the student's educational needs and that some part of the knowledge and skill may develop given time and effective instruction.
1 = Emerging	Student can respond to some part of the knowledge and skills required by the item given physical, verbal, visual, or any other full assistance. The student may take a long time to respond but will indicate some attempt whether correct or incorrect in a limited number of settings.
2 = Developing/ Developed	Student is in a stage of fluency building. Performance may be seen as somewhat inconsistent but ranges generally between 25-75% of the time with some assistance in several settings. If there has been instruction, the student has made noticeable gains in acquiring and applying the knowledge and skills required of the item.
3 = Proficient/ Generalized	Student is able to maintain the knowledge and skills required by the item and generalize without assistance or prompting on a regular basis. The student routinely performs the skill in a variety of settings with familiar instructions, materials, or individuals; however, the level of the skill is comparable to non-disabled students in a grade significantly different his/her age-mates. The student requires little or no supervision in accurately demonstrating the knowledge and skills.

Step 4: Summarize Proficiency Ratings & Performance Level Scores - There are two types of Summary Scores for each WAA content domain: Individualized Proficiency Scores and Overall Performance Level Scores. Once you have completed the rating of all items for a

given content domain, you should determine the Individualized Proficiency Score for the domain (or subdomain in the case of Language Arts) by totaling the individual ratings for all items in a content domain. DO NOT include items that you declared NA.

To determine a student's Overall Performance Level Score for a content area, review the results of your ratings for the content area and select the performance level descriptor from the content area developmental continuum. There are no Individualized Proficiency cut-scores that must be used to determine an Overall Performance Level. Each content area has a 4-level, criterion-referenced, developmental continuum that characterizes performance of knowledge and skills along the path toward functioning at or near grade level in the regular curriculum. Thus, for each content area assessed, a student's performance can be summarized as Prerequisite Skill Level 1, Prerequisite Level 2, Prerequisite Level 3, or Prerequisite Level 4. The Reading Performance Continuum is illustrated below. Each of the other performance continua uses similar criteria to describe different levels of functioning prerequisite to the regular curriculum. The performance continua for each content area appear at the conclusion of each content area rating scale.

Reading Performance Continuum

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in reading. He or she is unable to perform simple skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to reading instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some simple reading skills in a limited number of settings.	Student demonstrates an emerging ability to decode and comprehend text. Student's understanding of basic concepts and performance of most reading skills is inconsistent and he or she requires moderate support to demonstrate his or her learning.	Student demonstrates a consistent understanding of the basic concepts and skills contained in the reading items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.

All summary scores must be determined to be reliable. To estimate the reliability of the ratings of the WAA, a second rater who knows the student should complete a rating of the IEP aligned items after he/she examines the collected evidence. An agreement of 80% of the individual item ratings in each domain must be achieved before an Individualized Proficiency Score is reportable. Once high agreement has been achieved for the aligned items, the two raters should compare the Overall Performance Levels Scores they selected to best represent the student's level of functioning. An agreement between raters of 100% is needed before an Overall Performance Level Score is reportable. Methods for adjudicating differences between the original and second rater are described in the *WAA Administration Guide.*

Step 5: Report Results - Once the results of the WAA are determined to be reliable, they are ready to be reported. For purposes of inclusion in the WSAS and statewide accountability, a *WAA Performance Report Summary* form must be completed and submitted by the last day of the WSAS testing period. The Prerequisite Skill Levels for each content area assessed

need to be transferred from the *WAA Performance Report Summary* to the *Student Assessment Report* (see Appendix D for the Student Assessment Report). A student's parents or guardian will receive a report explaining and summarizing the Overall Performance Level Scores for each area.

Reliability and Information Management Issues

Completing an alternate assessment of a student with disabilities involves more than successfully completing the WAA Rating Scale and reporting the results. As noted earlier, the assessment must be recent, representative, and reliable and the results must be appropriately documented so that they can be communicated to others for instructional purposes and accountability. Three issues, in particular, deserve further elaboration: (1) the reliability of ratings and prerequisite skill level judgments, (2) the storage of collected evidence, and (3) communicating about a student's academic functioning with parents and other IEP team members.

Reliability of ratings. As noted in an earlier section, it is important to establish that each WAA yields valid results. A critical aspect of valid scores is to establish that the scores are reliable. In the case of individual student's ratings this is accomplished by having a second person who is knowledgeable of the student complete a second set of ratings on the items that were identified as IEP-aligned. This subset of items is used to establish the inter-rater reliability, or more correctly inter-rater agreement, because the items have tangible evidence that can be reviewed and rated.

The responsibility of the second rater is to review all the collected evidence and provide an independent second set of Proficiency Ratings (i.e., 0, 1, 2, or 3) for the IEP-aligned items. After each rater has completed their ratings for the aligned items, the level of agreement between the two sets of ratings must be computed. At a minimum, an 80% agreement must be reached between the ratings for the IEP-aligned items within a content area. If the raters do not have an agreement of at least 80%, they should discuss their differences and revisit the existing evidence or collect more evidence. If they can agree on a proficiency rating on items where they previously disagreed, then they should recalculate the percent agreement to determine if it exceeds 80%. Percent agreement should be calculated using the following formula:

$$\frac{\text{Number of Agreements}}{\text{Total Number of Items Rated}} \times 100 = \text{Percent Agreement}$$

For example:

Rater #	Reading Item 2	Reading Item 6	Reading Item 9	Reading Item 15
#1	2	1	0	2
#2	2	1	1	2

In the example, the two raters achieved an agreement of 75% (3/4 X 100 = 75%). This level of agreement is good, but it does not meet the established criterion of 80%. Therefore, the two reviewers should review the evidence for Reading Item 9 and discuss why they gave the proficiency rating they did based on the evidence. If they can agree on a rating that the evidence supports, then they would achieve 100% agreement for their proficiency ratings.

Once agreement at or above 80% has been achieved for the content area proficiency ratings, the second rater should review the rest of the first raters' proficiency ratings to learn more about the student's skills so he/she can render an Overall Performance Level Score. Once both raters have decided on a PS Level that best characterizes the student, they must calculate the agreement between their Overall Performance Level Scores. The criterion for the agreement of these scores is 100%. In other words, the two raters must agree on the Overall Performance Level score of PS 1, PS 2, PS 3, or PS 4. Again, if there is disagreement in the PS Level, the two raters are expected to discuss their differences and come to a consensus rating.

In all cases where two raters can't agree, whether it involves IEP-aligned item level Proficiency Ratings or Overall Performance Level scores, a third rater acceptable to both of the initial two raters must be requested to review the evidence and determine which raters' scores most accurately represent the evidence provided. When a third rater is used, it should be noted on the WAA Rating Scale in the Comments section following the Reliability Reporting section.

Information storage. The completed WAA Rating Scale should be maintained in the district for a period of five years.

Communicating results to parents. Virtually all parents want to know how their sons or daughters are doing in school. Parents of students with significant disabilities are no different. They deserve the same level of information that parents of students who participate in the WKCE receive. In fact, the WAA offers opportunities for educators to communicate assessment results in a very rich and detailed manner. The WAA is not a secure test; the rating scale and the evidence that a teacher collects can both be shared with parents when providing them feedback about child's performance on the WAA.

Teachers are encouraged to use a portion of time during annual IEP reviews, or at other points in the school year when parents are provided progress reports, to share the results of the WAA ratings with parents or guardians. Much of the general information that parents will want to know is included in the WAA Parent Guide (Appendix E). Of course, parents will want specific information about how their child is functioning and teachers should be prepared to summarize this information. It is recommended that teachers:

- Stress that the WAA is likely to only measure a portion of a student's IEP goals,
- Is only part of the story concerning the student's educational progress,
- Provides a developmental context for characterizing a student's skills (i.e., Overall Performance Level Summary Scores) in core academic areas, and
- Provides individualized information (i.e., Individualized Proficiency Ratings for items) about specific knowledge and skills that a student has well developed and specific knowledge and skills that require continued development.

Points to Remember When Using the WAA

Key points to keep in mind when conducting an alternate assessment include:

- Aligning WAA items to a student's IEP goals, objectives, or benchmarks requires professional judgments and an understanding of the state's academic standards. Not every IEP objective will match or align with an item, but whenever reasonable, connections between items and goals, objectives, or benchmarks should be identified and assessed.

- Multiple forms of evidence must be collected and evaluated for each of the items that are aligned with an IEP goal, objective, or benchmark. Meaningful evidence of a student's knowledge and skills already exists in most classrooms and can be categorized as work samples, published tests, observations, interviews, videotapes/photos, or audiotapes. (Tips for collecting evidence are provided in a later section of this chapter.)

- The assessment must be recent and the evidence collected must be representative of the student's typical work. Assessments can begin in September, but must be completed by the last day of the WSAS assessment period, which will usually be before the end of November. In 2002, this date is November 22.

- The student's ability to accomplish each of the items must be rated using a common scoring rubric. The ratings must be determined to be highly reliable or consistent with those of a second rater.

- Results of an alternate assessment must be summarized using a 4-level Prerequisite Skills (PS Levels) performance standard that places a student on a common developmental continuum that is referenced to the state's model academic standards and proficiency standards in each of the content domains. (The developmental continua for each of the content areas are provided with the WAA Rating Scale.).

- Finally, results must be reported to the district assessment coordinator. The student's parents/guardian will receive a summary report in the spring.

Chapter 4

Case Study Examples

In this chapter, you will meet three students: Alex, Robert, and April. In two of the cases the students' names have been changed at the request of their parents, but in all three cases the data are real. Alex is an 11-year-old student with visual, speech, and orthopedic impairments. Robert is a 14-year-old student with a mild/borderline cognitive disability and Down Syndrome. And April is a 16-year-old student with significant cognitive disabilities.

All three of these cases were part of the Field Trial Study conducted in the Spring of 2002. The parents and teachers of these students were very helpful in sharing information. Collectively, the cases provide good examples of the WAA process and associated outcomes.

The Case of Alex
and
The WAA for Students with Disabilities

Preface

In this case example, we illustrate the Wisconsin Alternate Assessment for Students with Disabilities (hereafter called the Wisconsin Alternate Assessment or WAA). The WAA is designed to assess the educational performance of students with disabilities who cannot meaningfully take all or part of the WKCE, WRCT, or local assessment of oral language even with accommodations. Most students who participate in the WAA typically are not working towards a regular high school diploma in the general curriculum. The curriculum typically focuses on life skills as well as other knowledge and skills that are prerequisite to accessing the general education curriculum.

The case of Alex is based on a real 11-year-old student whose parents consented to have their son participate in the WAA Field Trial Study. Alex is a boy with visual, speech, and orthopedic impairments. We gratefully acknowledge Alex's parents and teacher for their participation in the Wisconsin Alternate Assessment for Students with Disabilities and for allowing us to share this case with others.

Student Information

Alex is a charming 11-year-old boy who is friendly and outgoing and enjoys being with other students. He has been identified as having a visual impairment, orthopedic impairment, and speech and language impairment. While intellectual testing resulted in a verbal score of 66, he was not identified as having a cognitive disability. Alex's vision loss is the result of congenital anophthamia. He is totally blind and wears prosthesis in both eyes. He walks independently but wears AFOs on both legs. Alex is currently functioning at approximately the pre-K to low Kindergarten level with respect to school related skills.

Current Instructional Plan and IEP

Alex's auditory skills are a relative area of strength. He can rote count to 20. Alex participates in all speech activities and has a great attitude in class. With encouragement he follows directions and participates to the best of his ability. He is able to ambulate throughout the school using his long cane and verbal prompting. Alex is independent in his transitions from floor to standing and sitting to standing. He is cooperative during his orientation and mobility (specific travel skills for the blind) lessons and appears to be

motivated to be an independent traveler. Music is a good motivator for Alex. His primary mode of learning is auditory.

Alex's fine motor skills as well as his difficulty with both the concept of same and different and tactile discrimination, impede his learning of Braille. He also does not have a good grasp of 1-1 correspondence, and has difficulty with the brailing of the number sign and numbers. He does not have the ability to identify coins. He continues to need verbal prompting to label objects, and to give antonyms for words. He cannot follow two-step directions and has difficulty providing categories for familiar objects. Alex has reduced upper body strength, and motor coordination. He continues to have deficits in lower extremity strength and balance, keeping up with peers, and maneuvering on rough terrain. Alex requires repeated reminders while trailing and using diagonal cane technique.

Alex's lack of vision, his motor skills, and difficulty in following more than one step directions, impact his ability to learn in the regular classroom. He requires a highly structured setting with small group and/or individual instruction, and instruction in Braille, orientation and mobility, occupational therapy, and speech and language.

Instructional Accommodations

Alex has been followed since birth and has received services at a special school for preschool blind children. He was placed in a resource room for visually impaired students at the primary level in a regular elementary school first grade. Alex was placed in the primary academic classroom. His chronological grade level would be the fourth grade. He is one of 5 students in this self-contained classroom. All of the students are between 8-11 years of age. Alex receives occupational therapy, physical therapy, orientation and mobility, and music therapy services. He receives instruction in all academic curriculum areas including social studies and science within the self-contained classroom. Alex also receives instruction in daily living skills and social skills during the school day and before and after school.

Alex has a very short attention span, therefore assessments needed to take place in short segments. Items which referred to "pictures" were either marked Non-applicable or interpreted to mean "concrete objects." Any reading skills assessed were presented in "Jumbo" Braille (larger Braille dots). Alex has difficulty with tactual discrimination skills and fine motor skills. He has difficulty isolating his fingers for writing on the Braillewriter.

Criteria for Participation

To participate in the WAA for Students with Disabilities, Alex's IEP team had to complete the WAA participation checklist (see Appendix 2 at the end of this case report) to determine if he met four criteria individually for reading, language arts, mathematics, science, and social studies. Please note that a student may participate in the WAA for a content area (i.e. reading, language arts, math, science, or social studies) only if the IEP

team concurs that a student meets all four criteria for the content area. In the case of Alex's IEP team, it was noted that the IEP included information on Alex's PLOEP in reference to the Wisconsin state content standards. In addition, the IEP team had a good working knowledge of the test format and what skills and knowledge are being measured by the state-wide assessments in the WKCE and the WRCT. Moreover, Alex's IEP team was knowledgeable of the state testing guidelines and use of appropriate testing accommodations if necessary.

In Alex's case, the IEP team made a decision that he was unable to participate in any portion of the regular assessment. Once his team made this decision, the WAA process began.

The Wisconsin Alternate Assessment for Students with Disabilities

Alex's IEP team participated in the completion of the WAA. The WAA process was systematic and comprehensive and for Alex, yielded recent representative and reliable results based on the professional judgment of his special education teacher and speech and language clinician. Alex's teacher completed the WAA because she has first hand knowledge of his IEP goals, objectives, or benchmarks, educational curriculum, and knowledge and skills (see Appendix 3 at the end of this case report).

Step 1: In Alex's case, his teacher assessed all content domains. When completing the WAA the teacher identified items in each domain that aligned with Alex's IEP goals, objectives, or benchmarks. In this alignment process, the teacher was required to make profession judgments within the context of her knowledge of state academics standards. For Alex, please note that his IEP s (see Appendix 1 at the end of this case report) were not aligned with each item on the WAA. Nevertheless, the overall goal was to identify and assess in-depth specific knowledge and skills emphasized in the student's IEP goals, objectives, or benchmarkss and those measured by the WAA.

Step 2: Alex's teacher aligned at least one item in each of the domains with his IEP. Once this alignment process occurred, she collected at least two forms of evidence for each of the items that were IEP-aligned. As can be observed on the rating scale, the evidence in many cases included observations, work samples, photos, audio tapes, and in one case a published test. The evidence sources that the teacher used were recent and representative of Alex's work. The WAA also required that another teacher or member of the IEP team review the evidence collected and that the two raters agree or are reliable. Please note that in assessing Alex's performance in each of the domains, his teacher noted that 100% agreement was arrived at after discussion with the second rater about all of the aligned items. Several sources of evidence of Alex's knowledge and skills are illustrated in Appendix 4 at the end of this case report.

Step 3: The common rubrics developed to assess the proficiency with which Alex demonstrated the knowledge and skills needed to accomplish each of the items in the content domains being assessed were used reliably. Note on the rating scale that the proficiency ratings within each content domain were summed and served as an

Individualized Proficiency Score. For example in reading, Alex's Individualized Proficiency Score was 11. This score is one indicator that allows Alex's IEP team, teachers, and parents to observe Alex's progress within the content domain. His Individual Proficiency Scores for all the other content areas are listed in Table 1 below.

Step 4: The WAA also involves a second score called the Overall Performance Level score (see Table 1) his information is used to report to the state's office of educational accountability. In the case of each content domain, Alex's performance is summarized as either Prerequisite Skill level 1 (PS 1), Prerequisite Skill level 2 (PS 2), Prerequisite Skill level 3 (PS 3), or Prerequisite Skill level 4 (PS 4) (see Appendix C at the end of this case report). Again this score continuum is essentially a downward extension of the four performance levels (i.e. Minimal Performance, Basic, Proficient, and Advanced Proficient) that are used to describe performance on the WKCE. Thus, the four levels of prerequisite skills can be viewed as points along a normative developmental path towards grade level functioning in each content area. In Alex's case his teacher, who completed the WAA in the reading domain, reviewed the results of her item ratings within the reading domain, and then used the content domain specific 4-point rubric at the end of each domain to rate Alex's performance level as PS 1.

Step 5: Following completion of the Overall Performance Level score summary for each content area, the scores are transferred to the WAA Performance Summary Report (see Appendix C). This page is submitted to the district assessment coordinator in late November and provides an Overall Performance Level score summary. Alex's overall summary scores are presented on page 41 of Appendix 3 at the end of this case report.

Table 1. Alex's Individual Proficiency and Overall Performance Level Score

Content Area	Individual Proficiency Score	Overall Performance Level Score
Reading	11	1
Language Arts	18	1
Oral Language	12	1
Writing	6	1
Mathematics	17	2
Science	17	1
Social Studies	26	1

Summary and Conclusions

For Alex, it can be observed that the WAA provided an opportunity to have an alternate assessment that measured his progress towards meeting educational goals on state standards in a recent, representative, and reliable manner. Alex's parents received a report summarizing Alex's overall performance level scores for each content domain. Alex was included in school and state accountability reports. The ultimate purpose of the WAA is to provide students with significant disabilities an opportunity to participate. For Alex, full inclusion in the WAA guaranteed this process.

Appendix 1: IEP Goals, Objectives, or Benchmarks

IEP Goal/Objective	IEP Benchmarks
Alex will use Braille for functional purposes in the school and community at a level commensurate with beginning first grade skills.	Alex will: 1. Tactually identify the 26 letters of the alphabet in Braille with 80% accuracy. 2. Write the 26 letters of the alphabet in isolation and in simple words with 80% accuracy. 3. Identify and Braille his own name. 4. Read consonant-vowel-consonant words. 5. Use 1-1 correspondence to count objects to 20. 6. Use concrete objects to show addition facts for sums of 10 and less. 7. Use concrete objects to show subtraction facts for sums of 10 and less. 8. Identify and count the correct number of dollar bills needed to make a purchase. 9. Identify general times of day when consistent events occur. 10. Find and use Brailed alphabet letters on an adapted keyboard in order to write words on the computer with 80% accuracy.
Alex will demonstrate task completion for school related tasks at his ability level in 4 out of 5 situations.	Alex will: 1. Sort up to six distinctly different objects independently with 100% accuracy. 2. Perform packaging tasks requiring counting of objects to 10 independently with 90% accuracy. 3. Put 2 parts together to make a complete item independently with 90% accuracy. 4. Get out and put away work materials in a reasonable time in 4 out of 5 situations. 5. Make direct requests when something is needed in 4 out of 5 situations.
Alex will increase his comprehension, spoken language skills, and speech intelligibility by achieving a level of 80% accuracy on the short-term goals, objectives, or benchmarks.	Alex will: 1. Produce /f/ and /v/ in all the positions of the word in 3 out of 5 trials. 2. Identify common environmental objects when given the function in 3 out of 5 trials. 3. Demonstrate the understanding of the concepts of: in, under, on, between, and next to, in 3 out of 5 trials. 4. Provide 3-4 items in a category with only 1 verbal prompt in 3 out of 5 trials. 5. Provide the antonym for each given word in 3 out of 5 trials. 6. Provide a synonym for each given word in 3 out of 5 trials.

Alex will improve his strength, balance, cardiovascular endurance, basic movement skills, and swim skills.	Alex will: 1. Log roll with arms overhead for 10 feet without stopping. 2. Move from one overhead bar to another by swinging arms. 3. "Tall knee" balance for 10 seconds without assistance. 4. "Half knee" balance for 5 seconds without assistance. 5. Complete 20 sit-ups with minimal assistance. 6. Walk/run independently on the track for 10 minutes. 7. Progress to level 2 of the American Red Cross Swim Skills.
Alex will increase his sensory integration abilities and motor skills in order to independently participate in daily living tasks.	Alex will: 1. Demonstrate increased pinch strength by snapping/unsnapping ½" snaps independently 3 of 4 trials. 2. Increase his bilateral coordination by using both hands on a task simultaneously 3 of 4 trials with minimal verbal prompting. 3. Actively participate in a sensory activity one time per week in order to increase his awareness to his environment. 4. Attend to a task with minimal verbal prompting 75% of the time. 5. Use utensils appropriately to eat a meal with less than 50% verbal prompting 3 of 5 trials.
Alex will demonstrate gains in safe mobility within his school as measured by reaching 3 of the 5 benchmarks listed below.	Alex will: 1. Hold tall knee position for 30 seconds to demonstrate gains in trunk stability, 2 out of 3 trials. 2. Hold half knee position for 30 seconds while rolling a ball back and forth to a partner, 2 out of 3 trials. 3. Assume prone over ball positioning for 1 minute with >50% weight bearing through his arms to show gains in shoulder girdle strength. 4. Hold single leg stance x 12 seconds to show improvement in static balance. 5. Go up and down one flight of stairs using his cane, one handrail, and a foot over foot gait pattern 75% of the time.
Alex will improve independent travel skills with appropriate cane and mobility skills.	Alex will: 1. Establish and maintain an acceptable diagonal cane technique while hand trailing with verbal prompts; 7 out of 10 trials. 2. Safely detect and negotiate ascending and descending stairs without assistance (after instruction); 10 out of 10 trials. 3. Establish and maintain an acceptable sighted guide with and without the long cane with verbal prompts; 8 out of 10 trials. 4. Demonstrate the ability to travel daily/routine walking routes without verbal assistance; 8 out of 10 trials.

Appendix 2: Participation Checklist

WISCONSIN ALTERNATE ASSESSMENT
PARTICIPATION CHECKLIST
FOR STUDENTS WITH DISABILITIES

Student: Alex **Age:** 11 **Date:** 4/1/02

Teacher: Kathy **School:** _____

IEP teams are responsible for deciding whether students with disabilities will participate in regular assessment programs (WKCE), with or without testing accommodations, or in the state's alternate assessment (WAA). To facilitate informed and equitable decision-making, IEP teams should address each of the following statements **for each of the content areas** when considering an alternate assessment. Check all that apply.

When the IEP team concurs that all four of the statements **below accurately characterize a student's current educational situation in a given content area, then an** alternate assessment **should be used to provide a meaningful evaluation of the student's current academic achievement in that content area. Content areas without four checks should be assessed using the regular assessment, with or without accommodations.**

Participation Criteria	***Reading***	***Language Arts***	***Math***	***Science***	***Social Studies***
1. The student's curriculum and daily instruction focuses on knowledge and skills significantly different from those represented by the state's content standards for students of the same chronological age.	√	√	√	√	√
2. The student's Present Level of Educational Performance (PLOEP) significantly impedes participation and completion of the general education curriculum even with significant program modifications.	√	√	√	√	√
3. The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.	√	√	√	√	√
4. The student's difficulty with the regular curriculum demands is primarily due to his/her disabilities, and not to excessive absences unrelated to the disability, or social, cultural or environmental factors.	√	√	√	√	√

ASSUMPTIONS:

- The IEP team has knowledge of the student's PLOEP in reference to the Wisconsin Model Academic Standards.
- The IEP team has working knowledge of the test format and what skills and knowledge are being measured by the statewide assessments such as WKCE and WRCT.
- The IEP team is knowledgeable of state testing guidelines and the use of appropriate testing accommodations.

Appendix 3:

Wisconsin Alternate Assessment for Students with Disabilities & WSAS Summary Score Report

Wisconsin Alternate Assessment for Students with Disabilities
Grades 4, 8, & 10

Student's Name: ___Alex_____DOB: _12/26/90____ Age: __11_____
Mo/Day/Yr

School: _____District: _____ Grade: _____

Sex: ___M____ Race: _African American_ Disability: _VI and CD_____

WAA Participation Checklist completed by IEP team: __4/1/02_____
Mo/Day/Yr

Assessment Period: _4/9/02_____ to _4/25/02_____
Mo/Day/Yr Mo/Day/Yr

Content Areas to be Assessed (check):

√ Reading √ Social Studies

√ Mathematics √ Science

√ Language Arts {Oral Language (4th and 8th grade only) and Writing}

Rater(s): ___Kathy_____

Reliability Check: __Susan_____4/26/02_____
Name of Person Mo/Day/Yr

The Wisconsin Alternate Assessment for Students with Disabilities (WAA) is part of the Wisconsin Student Assessment System (WSAS) and is designed to assess the educational performance of students with disabilities who cannot meaningfully take the Wisconsin Knowledge and Concepts Exam (WKCE) even with accommodations. This assessment tool focuses on knowledge and skills that are aligned with the state of Wisconsin Model Academic Standards in reading, language arts (oral language & writing), mathematics, science, and social studies and considered to be prerequisite to the majority of content assessed by the WKCE test.

An individual or individuals who have first-hand knowledge of the student's IEP goals, objectives, or benchmarks, educational curriculum, and knowledge and skills should complete this assessment tool. The results of this assessment will be shared with the student's parents or guardian and also contribute to the educational accountability system for all students in the state. These results, however, are only part of the information needed to make important decisions about a student's educational progress and current level of functioning. For more information about the WAA, go to www.dpi.state.wi.us/dpi/dlsea/een/assessmt.html.

The WAA Evaluation Process: Required Steps, Guidelines, & Timeline

The WAA process is systematic and comprehensive, and when followed appropriately it yields recent, representative, and reliable results based on the professional judgments of educators. This assessment focuses on core prerequisite knowledge and skills in reading, language arts, mathematics, science, and social studies. Before the assessment process begins, however, a student's IEP team must complete an *Alternate Assessment Participation Checklist* to determine whether a student is eligible for an alternate assessment. Once it has been decided that a student will participate in the alternate assessment, the following 5-step process must be followed:

Step 1: Align WAA items with IEP Goals, Objectives, or Benchmarks

Step 2: Collect Performance Evidence for Aligned Items

Step 3: Analyze and Rate Proficiency of All Items

Step 4: Summarize Ratings & Level of Performance

Step 5: Report Results

Key points to keep in mind when conducting an alternate assessment include:

- Aligning WAA items to a student's IEP goals, objectives, or benchmarks requires professional judgments and an understanding of the state's academic standards. Not every IEP goal, objective, or benchmark will match or align with an item, but whenever reasonable, connections between items and goals, objectives, or benchmarks should be identified and assessed.

- Multiple forms of evidence must be collected and evaluated for each of the items that are aligned with an IEP goal, objective, or benchmark. Meaningful evidence of a student's knowledge and skills already exists in most classrooms and can be categorized as work samples, published tests, observations, interviews, videotapes/photos, or audiotapes.

- The assessment must be recent and the evidence collected must be representative of the student's typical work. Assessments must be completed by November 22, 2002.

- The student's ability to accomplish each of the items must be rated using a common scoring rubric. The ratings must be determined to be highly reliable or consistent with those of a second rater.

- Results of an alternate assessment must be summarized using a 4-level Prerequisite Skills (PS Levels) performance standard that places a student on a common developmental path that is referenced to the state's model academic standards and proficiency standards in each of the content domains.

- Finally, results must be reported to the state Office of Educational Accountability for purposes of monitoring progress and school-wide accountability. The student's parents/guardian will receive a summary report from the state in the spring.

Instructions for Completing the WAA Rating Scales

Please read the detailed instructions for completing WAA Rating Scales before assessing a student.

Complete Cover Page Information - Be sure to provide a complete description of the student, note the date the decision was made to participate in the WAA, and document the names of individuals involved in conducting the assessment and reliability checks.

Align Items with IEP Goals, Objectives, or Benchmarks - After determining the content domains the student will be assessed in, the IEP team or its representatives should check (√) which of the WAA items align (or are very similar) with one or more of a student's IEP goals, objectives, or benchmarks. The assessment results for checked items can provide valuable information about a student's progress on his/her IEP goals, objectives, or benchmarks.

Collect Performance Evidence - For all the checked (√) items, you must collect classroom relevant information that provides evidence of how the student is performing. Typical categories of performance evidence include work samples, published test results, observations, and interviews with third parties, videos or photos, and audio tape recordings. All evidence should be recent (no more than 3 months old) and representative of the student's typical work. High quality assessments use multiple types of evidence. Please check (√) the categories of evidence that you collect and rate for each of the items. Two or more categories of evidence should be checked for all IEP-aligned items.

Analyze and Rate Proficiency - It is important that you analyze and rate the proficiency with which a student demonstrates the knowledge and skills needed to accomplish each of the alternate assessment items. Please use the scoring rubric below to rate the student's level of proficiency for ALL of the items in content areas to be assessed. Please take special note of the difference between a rating of Not Applicable (NA) and Non-existent (0). Items deemed NA should be checked (√), but not given a proficiency rating. All other items, regardless of whether they are IEP-aligned or not must be rated either as Non-Existent, Emerging, Developing/Developed, or Proficient/Generalized. Circle the rating that best characterizes a student's current functioning. Please DO NOT SKIP any items.

Proficiency Rating	Rating Criteria
√ = Not Applicable	The IEP team has determined the item is not relevant to the student's educational needs. It is possible that the knowledge and skills required by the item may never develop even if time and effective instruction is provided. No instructional opportunities are consistently provided or supported.
0 = Non-existent	Student is unable to perform any part of a skill or demonstrate any knowledge without full physical prompting in a highly structured setting. However, it is realistic that the knowledge and skills are relevant to the student's educational needs and that some part of the knowledge and skill may develop given time and effective instruction.
1 = Emerging	Student can respond to some part of the knowledge and skills required by the item given physical, verbal, visual, or any other full assistance. The student may take a long time to respond but will indicate some attempt whether correct or incorrect in a limited number of settings.
2 = Developing/ Developed	Student is in a stage of fluency building. Performance may be seen as somewhat inconsistent but ranges generally between 25-75% of the time with some assistance in several settings. If there has been instruction, the student has made noticeable gains in acquiring and applying the knowledge and skills required of the item.
3 = Proficient/ Generalized	Student is able to maintain the knowledge and skills required by the item and generalize without assistance or prompting on a regular basis. The student routinely performs the skill in a variety of settings with familiar instructions, materials, or individuals; however, the level of the skill is comparable to non-disabled students in a grade significantly different from his/her age-mates. The student requires little or no supervision in accurately demonstrating the knowledge and skills.

Summarize Proficiency Ratings & Performance Level Scores - There are two types of Summary Scores for each WAA content domain: Individualized Proficiency Scores and Overall Performance Level Scores. Once you have completed the rating of all items for a given content domain, you should determine the Individualized Proficiency Score for the domain (or subdomain in the case of

Language Arts) by totaling the individual ratings for all items in a content domain. DO NOT include items that you declared NA.

To determine a student's Overall Performance Level Score for a content area, review the results of your ratings for the content area and select the performance level descriptor from the content area developmental continuum. There are no Individualized Proficiency cut-scores that must be used to determine an Overall Performance Level. Each content area has a 4-level, criterion-referenced, developmental continuum that characterizes performance of knowledge and skills along the path toward functioning at or near grade level in the regular curriculum. Thus, for each content area assessed, a student's performance is summarized as Prerequisite Skill Level 1, Prerequisite Skill Level 2, Prerequisite Skill Level 3, or Prerequisite Skill Level 4 (PS 1, PS2, PS3, or PS4). The Reading Performance Continuum is illustrated below. Each of the other performance continua uses similar criteria to describe different levels of functioning prerequisite to the regular curriculum. The performance continuum for each content area appears at the conclusion of each rating scale.

Reading Performance Continuum

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in reading. He or she is unable to perform simple skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to reading instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some simple reading skills in a limited number of settings.	Student demonstrates an emerging ability to decode and comprehend text. Student's understanding of basic concepts and performance of most reading skills is inconsistent and he or she requires moderate support to demonstrate his or her learning.	Student demonstrates a consistent understanding of the basic concepts and skills contained in the reading items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.

All summary scores must be determined to be reliable. To estimate the reliability of the ratings of the WAA, a second rater who knows the student should complete a rating of the IEP-aligned items after he/she examines the collected evidence. An agreement of 80% of the individual item ratings in each domain must be achieved before an Individualized Proficiency Score is reportable. Once high agreement has been achieved for the aligned items, the two raters should compare the Overall Performance Levels Scores they selected to best represent the student's level of functioning. An agreement between raters of 100% is needed before an Overall Performance Level Score is reportable. Methods for adjudicating differences between the original and second rater are described in the *WAA for Students with Disabilities Administration Guidebook.*

Report Results - Once the results of the WAA are determined to be reliable, they are ready to be reported. For purposes of inclusion in the WSAS and statewide accountability, a *WAA Performance Report Summary* form must be completed and submitted by November 22, 2002. A student's parents or guardian explaining and summarizing the Overall Performance Level Scores for each domain.

		Evidence Sources							Proficiency Ratings				
Reading Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1= Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student matches printed words to objects.									0	(1)	2	3
2	Student uses pictures for context clues.								√	(0)	1	2	3
3	Student reads short notes and follows written directions.									0	1	2	3
4	Student reads class schedule and printed directions orally.									(0)	1	2	3
5	Student makes new words based on word families (e.g., mat, bat).	√			√			√		0	(1)	2	3
6	Student matches letter and sounds, and can point to letter when appropriate sound is produced.	√		√	√			√		0	1	(2)	3
7	Student demonstrates understanding of new words or passages by making connections with personal experience via speech, writing, signs, or assistive device.									(0)	1	2	3
8	Student can find information related to a personal issue from a source like a newspaper or phone book.									(0)	1	2	3
9	Student can answer who, what, and where questions about a story.									(0)	1	2	3
10	Student can identify beginning, middle, and end of a story.									(0)	1	2	3
11	Student attends while teacher reads.									0	(1)	2	3
12	Student asks relevant questions about what he/she has heard read to them.									(0)	1	2	3
13	Student can answer "how" and "why" questions.									(0)	1	2	3

		Evidence Sources							Proficiency Ratings				
	Reading Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1= Emerging	2=Developing/ Developed	3=Proficient/ Generalized
14	Student can answer appropriately with head nods or verbally to comprehension questions.									0	1	(2)	3
15	Student can predict events from what they read or hear read.									(0)	1	2	3
16	Student can judge actions of characters in stories.									(0)	1	2	3
17	Student can match pictures and words that depict emotions such as happy, sad, or angry.								√	0	1	2	3
18	Student can sequence main parts of a story via pictures or oral report.									(0)	1	2	3
19	Student can state reasons why something he/she has read or heard is factual or fiction.									(0)	1	2	3
20	Student demonstrates comprehension of safety words, symbols, or pictures.									0	(1)	2	3
21	Student can match words to common pictures in school and community settings.	√	√		√		√			0	1	(2)	3
22	Student will locate personal information when it is present.	√			√		√			0	(1)	2	3
23	Student can retell information taken from printed materials.									(0)	1	2	3

Reading Individualized Proficiency Total Raw Score:	**0 + 5 + 6 + 0 = [11]**

Overall Reading Performance Level Score Summary

After examining the WAA Performance Continuum for reading below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in reading. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

Prerequisite Skill Level 1	Prerequisite Skill Level 2	Prerequisite Skill Level 3	Prerequisite Skill Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in reading. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to reading instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some skills in a limited number of settings.	Student demonstrates an emerging ability to decode and comprehend text. Student's understanding of concepts and performance of most skills in the items is inconsistent and he or she requires moderate support to demonstrate his or her learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the reading items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited understanding of the most basic reading concepts and skills.	• Attends and responds to texts that are read to him or her by an adult or peer. • Notices pictures in text and uses them to make inferences and predictions. • Recognizes some words in their environment and/or basic texts.	• Attends to and demonstrates understanding of texts that are read to them by an adult or peer. • Can read basic texts with moderate adult support. • Demonstrates an expanded sight vocabulary and phonological skills.	• Attends to and demonstrates understanding of texts that are read to them by an adult or peer. • Uses an expanded sight vocabulary and phonological skills to read unfamiliar texts with limited adult support. • Can make connections between information in a text and previously read materials or life experiences. • Uses basic graphic organizers with adult support.
PS Level 1 __√__	**PS Level 2** _____	**PS Level 3** _____	**PS Level 4** _____

Reliability for Reading

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Evidence Sources		Proficiency Ratings											
Language Arts Items (Oral Language & Writing)		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1= Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student communicates feelings and needs in printed or pictorial form.									0	1	2	3
2	Student can point to a picture or name an action of a given object or person.									0	1	2	3
3	Student uses appropriate body or facial gestures to communicate a need, interest, or choice.									0	1	2	3
4	Student initiates communication regarding personal or survival needs.									0	1	2	3
5	Student repeats or paraphrases messages, upon request.									0	1	2	3
6	Student uses appropriate volume and tone when talking to others.									0	1	2	3
7	Student can ask questions related to topic, objects, and events.									0	1	2	3
8	Student can attend and listen to others without interrupting.									0	1	2	3
9	Student can follow directions and instructions.									0	1	2	3
10	Student meets people with brief oral greeting.									0	1	2	3
11	Student can conduct a short interview or obtain information by phone.									0	1	2	3
12	Student takes turns and responds appropriately to people.									0	1	2	3
13	Student can take part in 2-way conversation using written, verbal, or an assisted mode.									0	1	2	3
14	Student interacts with others who have the same language.									0	1	2	3
15	Student recognizes the source of message and can evaluate its purpose.									0	1	2	3

	Evidence Sources	Proficiency Ratings										
	Language Arts Items (Oral Language & Writing)	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	N/A=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
16	Student can present information using pictures and other media on a topic he/she has researched.									0	1	2	3
17	Student can record a message on an answering machine.									0	1	2	3
Language Arts/Oral Language Subscale Raw Score: Total										**0 + 6 + 10 + 0 = [16]**			
18	Student uses a variety of tools to communicate in a written form.									0	1	2	3
19	Student writes notes to peers, parents, and others.									0	1	2	3
20	Student can correct or revise his/her written work.									0	1	2	3
21	Student correctly uses punctuation marks.									0	1	2	3
22	Student uses capital letters correctly for people's names and at the beginning of sentences.									0	1	2	3
23	Student can use a dictionary or word bank to learn new words.									0	1	2	3
24	Student can use a computer, Alpha Smart or other tools to take notes.									0	1	2	3
25	Student can identify a topic of interest and gather information about it.									0	1	2	3
26	Student can use information he/she has collected to answer a question.									0	1	2	3
Language Arts/Writing Subscale Raw Score: Total										**0 + 2 + 0 + 0 = [2]**			

Oral Language Subscale Total Score [16] + Writing Subscale Total Score [2] =
Language Arts Individualized Proficiency Total Raw Score [18]

Oral Language Performance Level Score Summary (4th and 8th grade only)

After examining the WAA Performance for Oral Language (items 1-17) and the Performance Continuum below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Oral Language.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite knowledge and skills in Oral Language. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Oral Language instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some oral language skills in a limited number of settings.	Student demonstrates an emerging ability to communicate ideas verbally or with assistive technology. Student's understanding of concepts and performance of most skills is inconsistent and he or she requires moderate support to demonstrate his or her oral language abilities.	Student demonstrates a consistent understanding of the concepts and skills contained in the Oral Language items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her oral language abilities.
• Demonstrates a very limited ability to express his or her ideas or personal needs verbally or through the use of assistive technology with extensive support from adults.	• Can communicate personal wants, needs, and opinions verbally or through the use of assistive technology. • Student demonstrates understanding of basic verbal instructions.	• Listens to others, participates in discussions, and effectively expresses his or her opinions, ideas, and feelings using words or assistive technology. • Can provide short responses to questions and retell simple stories with moderate support from adults or peers. • Student can understand more complex verbal instructions and apply that understanding to complete multi-step tasks.	• Successfully participates in class discussion, group work, and unstructured social interactions with minimal adult support. • Student can give short oral reports or presentations to his or her classmates with minimal adult support. • Student can comprehend and summarize the content a short oral presentation, story, or play.
PS Level 1 ___√___	**PS Level 2** _____	**PS Level 3** _____	**PS Level 4** _____

Reliability Estimates for Oral Language (4th and 8th grade only)

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Writing Performance Level Score Summary

After examining the WAA Performance for Writing (items 18-26) and the Performance Continuum below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Writing.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite knowledge and skills in Writing. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Writing instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some writing skills in a limited number of settings.	Student demonstrates an emerging ability to communicate ideas in writing. Student's understanding of concepts and performance of most skills is inconsistent and he or she requires moderate support to demonstrate his or her writing ability.	Student demonstrates a consistent understanding of the concepts and skills contained in Writing items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her writing ability.
• Demonstrates very limited ability to express him or herself in writing with extensive support from adults.	• Uses drawings, pictures, symbols, and some written words to express ideas and feelings with extensive adult support. • Demonstrates a limited understanding of basic sentence structure and grammar.	• Writes or types simple short responses and stories with moderate support from adults or peers. • Demonstrates an emerging understanding of basic sentence structure and grammar, but applies this knowledge inconsistently in his or her writing work.	• Writes or types simple stories, journal entries, and letters with minimal support. • Edits work for capitalization at the beginning of sentences, basic punctuation (e.g., periods at the end of sentences), and spelling of high frequency words.
PS Level 1 ___√___	PS Level 2 _____	PS Level 3 _____	PS Level 4 _____

Reliability Estimates for Writing

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 __100____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 __100____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Overall Language Performance Level Score Summary

After examining the WAA Performance Continuum for Language Arts below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Language Arts. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

Prerequisite Skill Level 1	**Prerequisite Skill Level 2**	**Prerequisite Skill Level 3**	**Prerequisite Skill Level 4**
Student currently exhibits very few of the prerequisite skills and knowledge in Language Arts. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Language Arts instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some skills in a limited number of settings.	Student demonstrates an emerging ability to communicate ideas verbally or in writing. Student's understanding of concepts and performance of most skills in the items is inconsistent and he or she requires moderate support to demonstrate his or her learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Language Arts items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited ability to express him or herself in writing with extensive support from adults.	• Can communicate personal wants, needs, and opinions verbally or through the use of assistive technology. • Uses drawings, pictures, symbols, and some written words to express ideas and feelings with extensive adult support.	• Listens to others, participates in discussions, and effectively expresses his or her opinions, ideas, and feelings using words or assistive technology. • Writes or types simple short responses and stories with moderate support from adults or peers.	• Successfully participates in class discussion, group work, and unstructured social interactions with minimal adult support. • Writes or types simple stories, journal entries, and letters with minimal support. • Edits his or her work for capitalization at the beginning of sentences, basic punctuation (e.g., periods at the end of sentences), and spelling of high frequency words.
PS Level 1 ___√___	**PS Level 2** _____	**PS Level 3** _____	**PS Level 4** _____

Reliability Estimates for Language Arts

B. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 __100____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

C. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 __100____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

	Evidence Sources	Proficiency Ratings											
	Mathematics Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student is able to recognize that there is a difference in patterns when presented with a task.									0	1	2	3
2	Student is able to respond to math ideas using appropriate vocabulary.									0	1	2	3
3	Student is able to use simple number concepts accurately.									0	1	2	3
4	Student is able to integrate simple math operation into real life activities.	√			√		√			0	1	2	3
5	Student is able to explain a correct solution to an everyday math problem.									0	1	2	3
6	Student will accurately identify numerals 1-10.									0	1	2	3
7	Student will accurately recognize place value of hundreds, tens and ones column.									0	1	2	3
8	Student will accurately list three whole numbers in proper numerical order.									0	1	2	3
9	Student will read numbers with 2 and 3 digits accurately.									0	1	2	3
10	Student will write numbers accurately in a variety of contexts.									0	1	2	3
11	When engaged in problem solving, student will use a calculator, or concrete objects to add and subtract a number of items.									0	1	2	3

		Evidence Sources							Proficiency Ratings			
Mathematics Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
12	Student uses fractions appropriately.									(0)	1	2	3
13	Student uses money appropriately in real- life activities.	√			√		√			0	(1)	2	3
14	Student accurately identifies basic shapes.									0	1	2	3
15	Student accurately sorts basic shapes into groups.									0	(1)	2	3
16	Student is able to accurately identify location terms (i.e., next to, between, over, under).	√			√		√			0	1	(2)	3
17	Student is able to identify correct units of basic measurements.									(0)	1	2	3
18	Student demonstrates an accurate understanding of basic measurement concepts.									0	(1)	2	3
19	Student is able to estimate measurements of size, height, and weight.									(0)	1	2	3
20	Student is able to tell time with some type of time-keeping device.	√			√			√		0	(1)	2	3
21	Student is able to measure accurately with a ruler, tape measure, or yardstick.									(0)	1	2	3
22	Student demonstrates an accurate understanding of basic temperature concepts.									0	(1)	2	3
23	Student is able to accurately measure fluids in a variety of natural contexts.									(0)	1	2	3

		Evidence Sources							Proficiency Ratings			
Mathematics Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
24	Student is able to read and interpret a graph, table, or chart.									(0)	1	2	3
25	Student is able to accurately use 1-1 correspondence.	√			√		√			0	1	(2)	3
26	Student is able to correctly use symbols and vocabulary of addition and subtraction.	√	√		√		√			0	(1)	2	3
27	Student is able to use the vocabulary of "equal' or 'same as" in an appropriate context.									0	(1)	2	3
28	Student is able to correctly use symbols and vocabulary of multiplication and division.									(0)	1	2	3
29	Student is able to accurately distinguish between the concepts of more or less in an appropriate context.									0	(1)	2	3

Mathematics Individualized Proficiency Total Raw Score:	**0 + 12 + 6 + 0 = [18]**

Overall Mathematics Performance Level Score Summary

After examining the WAA Performance Continuum for Mathematics below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Mathematics. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Mathematics. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Mathematics instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student demonstrates knowledge or performs skills in a limited number of settings.	Student demonstrates an emerging ability to perform mathematical operations and solve problems. Student's understanding of concepts and performance of skills in the Mathematics items is inconsistent and he or she may require assistance to demonstrate their learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Mathematics items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited understanding of the most elementary numerical and mathematical concepts.	• Demonstrates a basic understanding of numbers and counting (e.g., one-to-one correspondence) • Can perform simple calculations with extensive adult support. • Can differentiate between objects by size, color, and shape.	• Can independently identify and use numbers. • Can perform simple calculations with some adult support. • Recognizes and labels some shapes. • Can use measurement tools with adult support.	• Limited achievement of expected conceptual knowledge and skills. • Can perform basic calculations independently. • Consistently recognizes and describes shapes. • Can use some measurement tools independently.
PS Level 1 _____	**PS Level 2** __√__	**PS Level 3** _____	**PS Level 4** _____

Reliability Estimates for Mathematics

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 __100__ __% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

	Evidence Sources / Proficiency Ratings												
	Science Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student identifies content in the context of science lesson or investigation.									0	(1)	2	3
2	Student connects science instruction to previous instruction and/or personal experiences.									0	(1)	2	3
3	Student is able to detect, or describe change in their environment.									0	(1)	2	3
4	Student will use encyclopedia, sourcebooks, texts, computers, teachers, parents, other adults, journals, popular press, and various other resources to identify vocabulary and pictures from science units.									(0)	1	2	3
5	Student will use texts, real objects, and experience to answer questions regarding science units.									0	(1)	2	3
6	Student uses vocabulary and content from science instruction to ask questions, make observations, make predictions, or offer explanations.									(0)	1	2	3
7	Student participates in "hands-on" science investigations, using a variety of materials (science equipment, media, and computers) safely.									0	(1)	2	3
8	In the context of science investigations, student collects data.									(0)	1	2	3
9	Student communicates results of investigations in ways his or her audience will understand.									(0)	1	2	3

		Evidence Sources							Proficiency Ratings				
	Science Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
10	Student will demonstrate understanding of cause and effect.									0	(1)	2	3
11	Student demonstrates understanding that objects are made of various substances.									0	(1)	2	3
12	Student classifies/sorts objects or pictures of objects according to similar properties (e.g., size, color shape, etc…).	√			√		√			0	1	(2)	3
13	Student observes or describes changes in form, temperature, color, speed, or direction of objects.									0	(1)	2	3
14	Student describes major land and water masses of the earth (e.g., oceans, mountains, etc…).									0	(1)	2	3
15	Student identifies weather commonly occurring in Wisconsin.									0	1	(2)	3
16	Student observes and record seasonal and daily weather changes in his or her community.									0	(1)	2	3
17	Student describes how organisms meet their basic needs for water, nutrients, protection, and energy in order to survive.									0	(1)	2	3
18	Student demonstrates an understanding of the ways that organisms grow through life stages.									(0)		2	3

		Evidence Sources							Proficiency Ratings			
Science Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
19	Student identifies the technology used by someone employed in a job or position in Wisconsin and explains how it is used.									(0)	1	2	3
20	Student identifies simple machines in his or her environment.									0	(1)	2	3
21	Student describes the technology he or she uses and its benefits.									0	(1)	2	3
22	Student demonstrates understanding that substances can exist in different states- solid, liquid, or gas.									(0)	1	2	3
23	Student will identify the stars, moon, and sun.								√	0	1	2	3
24	Student demonstrates an understanding of how science can help and can cause problems in his or her environment.									(0)	1	2	3

Science Individualized Proficiency Total Raw Score:	**0 + 13 + 4 + 0 = [17]**

Overall Science Performance Level Score Summary

After examining the WAA Performance Continuum for Science below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Science. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Science. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Science instruction and participates in investigations with extensive support (e.g., physical, verbal, or gestural or assistance). Student responds or performs some skills in a limited number of settings.	Student demonstrates an emerging ability to observe, record, classify and report scientific concepts and phenomena. Student's understanding of concepts and performance of skills in the items is inconsistent and he or she may require assistance to demonstrate his or her learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Science items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates a very limited understanding of the most elementary scientific concepts.	• Demonstrates a basic understanding of simple science concepts and vocabulary. • Can gather and describe data and information about phenomena in their environment with extensive adult support.	• With limited adult support, uses some simple scientific vocabulary and concepts to describe observations. • Demonstrates a basic understanding of simple scientific processes and natural phenomena (e.g., the seasons, life cycle of animals, etc.) • Can gather and record data and information for their environment with moderate adult support.	• Demonstrates limited achievement of the expected conceptual knowledge and skills. • Demonstrates a consistent understanding of basic scientific processes and natural phenomena (e.g., the seasons, life cycle of animals, solar system, etc.) • Can gather information and data from their environment and/or scientific investigation. Records and describes that information in charts or graphs with limited adult support.
PS Level 1 __√__	**PS Level 2** _____	**PS Level 3** _____	**PS Level 4** _____

Reliability Estimates for Science

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 __100____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

	Evidence Sources	Proficiency Ratings											
	Social Studies Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student points in different directions when asked (i.e., North, South, East, West).									0	(1)	2	3
2	Student demonstrates directionality (i.e., up and down, left and right).									0	1	(2)	3
3	Student identifies several common community landmarks.									0	(1)	2	3
4	Student remembers and recognizes his or her home address.									0	(1)	2	3
5	Student participates appropriately during unexpected changes in daily routine (e.g., fire drill, tornado warning, and assembly).									0	1	(2)	3
6	Student identifies or chooses the appropriate clothing for different weather conditions.									0	1	(2)	3
7	Student recognizes and matches the name of the city/town/village, state, and country where he or she lives.									0	(1)	2	3
8	Student identifies systems that change their environment (e.g., air conditioners, heaters, fans).									0	1	(2)	3
9	Student produces examples of past, present, and future.									0	(1)	2	3
10	Student places events (from history or personal experience) on a timeline.									(0)	1	2	3
11	Student identifies if something is fair or unfair and explains his or her rationale.									0	(1)	2	3

		Evidence Sources							Proficiency Ratings				
	Social Studies Items	IEP Aligned (√)	Work Samples	Published Tests	bservations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
12	Student completes assigned jobs daily (at home or in the classroom)									0	(1)	2	3
13	Student recognizes and obeys school rules.									0	(1)	2	3
14	Student demonstrates an understanding of the basic rights of citizens (e.g., freedom of speech).									(0)	1	2	3
15	Student understands that positive and negative consequences result from our actions.									0	(1)	2	3
16	Student makes an appropriate choice among several options of behaving.									0	(1)	2	3
17	Student identifies the values of coins and currency for making purchases.	√			√		√			0	(1)	2	3
18	Student saves coins or tokens to purchase items or services that cost most than could be earned in one day.									(0)	1	2	3
19	Student demonstrates the ability to write a check or maintain a savings passbook.									(0)	1	2	3
20	Student names products that they use as part of their daily life.									0	(1)	2	3
21	Student identifies skills needed to complete a job at school.									0	(1)	2	3
22	Student identifies skills needed to complete a job in a local business or industry.									(0)	1	2	3
23	Student identifies activities or services (e.g., taxes, police protection) that promote the public good.									0	(1)	2	3

	Evidence Sources / Proficiency Ratings												
	Social Studies Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
24	Student uses prior knowledge to complete tasks or activities.									0	1	(2)	3
25	Student describes his or her family traditions and celebrations.									(0)	1	2	3
26	Student describes community helpers (e.g., policeperson, nurse).									0	(1)	2	3
27	Student gives examples of laws and rules that people have to follow.									0	(1)	2	3
28	Student demonstrates an understanding of peer pressure and possible responses to that pressure.									(0)	1	2	3
29	Student describes how people help each other in times of trouble.									(0)	1	2	3

Social Studies Individualized Proficiency Total Raw Score:	**0 + 16 + 10 + 0 = [26]**

Overall Social Studies Performance Level Score Summary

After examining the WAA Performance Continuum for Social Studies below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Social Studies. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Social Studies. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Social Studies instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student demonstrates knowledge or performs skills in a limited number of settings.	Student demonstrates an emerging ability to understand and report Social Studies concepts. Student's understanding of knowledge and performance of skills in the Social Studies items is inconsistent and he or she may require assistance to demonstrate their learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Social Studies items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited understanding of the most elementary Social Studies concepts and skills.	• Demonstrates a basic understanding of some simple concepts and ideas from history, civics, geography and economics. • Can access basic information from maps, charts, and other visual representations with extensive adult support.	• Understands and can apply some basic conceptual knowledge and skills from history, civics, geography, and economics. • Can access basic information from maps, charts, and other visual representations with moderate adult support. • Can make and justify simple inferences (e.g., cause-and-effect, comparison/contrast) about Social Studies topics with moderate adult support.	• Consistently understands and applies basic conceptual knowledge and skills from history, civics, geography, and economics. • Can access information from maps, charts, and other visual representations with limited adult support. • Can make and justify simple inferences (e.g., cause-and-effect, comparison/contrast) about Social Studies topics with limited adult support.
PS Level 1 ___√___	**PS Level 2** _____	**PS Level 3** _____	**PS Level 4** _____

Reliability Estimates for Social Studies

A. **Only for all IEP-aligned items (criterion of 80% agreement)**
   Rater 1 and 2 __100____% agreement originally

   Rater 1 and 2 _____% agreement after review & discussion

B. **For Overall Performance Level (criterion of 100% agreement)**
   Rater 1 and 2 __100____% agreement originally

   Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

WAA FOR STUDENTS WITH DISABILITIES
PERFORMANCE SUMMARY REPORT

Student's Name: Alex DOB: 12/26/90 (Mo/Day/Yr) Age: 11

School: _____ District: _____ Grade: 4th

Sex: M Race: African American Disability: VI and CD

WAA Participation Checklist completed by IEP team: 4/1/02 (Mo/Day/Yr)

Assessment Period: 4/9/02 (Mo/Day/Yr) to 4/25/02 (Mo/Day/Yr)

Content Areas to be Assessed (check):

- √ Reading
- √ Social Studies
- √ Mathematics
- √ Science
- √ Language Arts {Oral Language (4th and 8th grade only) and Writing}

Rater(s): Kathy

Reliability Check: Susan (**Name of Person**) 4/26/02 (**Mo/Day/Yr**)

Overall Performance Level Score Summary

Directions: Transfer the Overall Performance Level Scores from each of the separate content areas in which the student was assessed using the WAA. Place a check (√) in the appropriate box in the table below to indicate the Prerequisite Skill Level that best characterizes the student's overall level of achievement in each assessed area. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

Subject:	Reading	Language	Math	Science	Social Studies	Oral Language	Writing
Prerequisite Skill Level 1	√	√		√	√	√	√
Prerequisite Skill Level 2			√				
Prerequisite Skill Level 3							
Prerequisite Skill Level 4							

Please complete this form and submit a copy of it to your District Assessment Coordinator by November 22, 2002.

Appendix 4:

Example Evidence Sources

If you would like a copy of the evidence for this student, contact Marge Schenk at

608/267-9176

or

marjorie.schenk@dpi.state.wi.us

The Case of Robert
and
The WAA for Students with Disabilities

Preface

In this case example, we illustrate the Wisconsin Alternate Assessment for Students with Disabilities (hereafter called the Wisconsin Alternate Assessment or WAA). The WAA is designed to assess the educational performance of students with disabilities who cannot meaningfully take all or part of the WKCE, WRCT, or local assessment of oral language even with accommodations. Most students who participate in the WAA typically are not working towards a regular high school diploma in the general curriculum. Their curriculum typically focuses on life skills as well as other knowledge and skills that are prerequisite to accessing the general education curriculum.

Robert is a 14-year-old 8th grade student with a mild/borderline cognitive disability and Down's syndrome. This case illustration is based on a real case of a student with a different name. We gratefully appreciate Robert's parents and teacher consent to allow this case to be used for training purposes. They have provided a good example of how the Wisconsin Alternate Assessment for Students with Disabilities can be used to include students like Robert in the WSAS and state-wide accountability system.

Student Information

Robert is a 14-year-old male, in the eighth grade, with a mild/borderline cognitive disability and Down Syndrome. Robert is instructed in a cognitive disability (CD) program and he receives individualized instruction in a resource room for reading, writing, spelling and math. He is included in a 8th grade for all other subject areas (i.e., art, music, physical education, guidance, computer, science and social studies). There are three other students in Robert's classes whom are also in the CD program. An assistant provides support for Robert and the other students in the CD program for science and social studies. The CD program consists of a total of 12 students. Robert also receives speech/language services.

Robert has participated in community and school-based intervention programs since infancy. In April of 1988, he began receiving services for language, gross motor and fine motor needs. He continued with intervention there until 1991, when he was found eligible for services through an early childhood program. During the 1994-95 school year, Robert participated in a half-day integrated kindergarten class and received more individualized services during the other half of the school day in a CD program. During the first and second grades, speech/language services and occupational therapy were available;

however, minimal academic support was available, as there was not a CD program. Robert has received special education in an integrated CD program.

Current Instructional Plan and IEP

The following information has been summarized from Robert's IEP (see Appendix 1 at the end of this case report). Robert is a happy child who seems to enjoy school. He is very personable and loves to share stories about himself and his family with others. He loves talking about his family. Robert has a great sense of humor. He is also very compassionate and caring for others. He has excellent manners and uses them appropriately. Robert easily follows established routines. He has no difficulty transitioning between his 8th grade class and the resource room. Robert is able to work independently and asks for help when needed. He is very social at recess. In the past, Robert has played with a variety of children at recess (i.e., football, kickball, four-square, tag). Robert has played with one particular boy in both the CD program and his 4th grade class. This relationship has not always been positive and has forced Robert to make some decisions between right and wrong. His parents and teachers have been concerned about the influence this other student has had on Robert.

Robert reads fluently at approximately the 2nd grade reading level. He has good decoding skills. At all reading levels, Robert's comprehension skills vary. He is able to correctly answer at least 50% of the literal questions asked for passages at a 1st grade through 2nd grade level. Robert has difficulty retelling stories, stating the main events in sequence; however, this skill is improving. He can usually recall the end of stories, but needs prompts to start from the beginning. Robert has much difficulty with higher-level questions about stories he reads. "Why" questions are difficult. He self-corrects an average of 40% of his miscues. He cannot state the main idea of the stories he reads. In the last few months, Robert's reading instruction has included various comprehension activities (i.e., following written directions, answering questions about a story read, getting the main idea, summarizing), reading chapter books with comprehension questions to follow, and some phonics work. He is in a reading group with 3 other 4th graders.

Robert is able to write on various topics without hesitation. He used to only write about his family, but this has now expanded. He writes independently in his journal most days. Robert is developing his story writing skills. He has the basic ideas of sequencing and having a beginning, middle, and end for his stories. He needs reminders to capitalize the beginning of the sentence and names, and instead will capitalize the first letter of every word. Usually with a prompt he will go back and make corrections. Robert often mixes up the usage of question marks and periods. He has been taught how to use quotation marks and has made an effort to use them in his writing. He needs reminders to put spaces between his words and to go back and reread for complete sentences. He usually will recognize what words he forgot. He is writing some fluent cursive, although he would prefer to print. Robert is spelling mostly from memory with little use of phonetic rules he has been taught. He has a difficult time breaking up words into sounds.

In math, Robert uses touchpoints for addition and subtraction. He is able to solve facts to 10 with about 70% accuracy. He relies heavily on touchpoints to add and subtract which leads to incorrect answers if he is counting wrong. In the last few months, we have been working on memorizing more addition facts and he has improved. He can add 2 digit numbers without regrouping. Robert can tell time to 1-minute with about 50% accuracy. He often will incorrectly state the hour hand. If the face clock says 6:50, he will say 7:50 because the hour hand appears to be on the 7. Robert knows the names and values of all the coins when presented individually. He has difficulty counting combinations. Robert can read and write some 3 digit numbers. He gets confused when there is a 0 in the 10's place (e.g., 409, 208).

Robert works hard in the resource room on independent work at his level. Sometimes he gets frustrated when he makes mistakes that need correcting. Robert sometimes acts silly (making faces) or demonstrates inappropriate behaviors (name-calling, running in halls) in the classroom and unstructured settings, especially if he has an audience. These inappropriate behaviors occur approximately 6 times a day. It appears he is "showing off" particularly for the other boy in the CD class mentioned above. Improvement in this area has been minimal. This is a great concern of his teachers and parents as Robert transitions to high school.

Robert seems to rely quite a bit on the assistants in his general education classes while in science or social studies. He often needs directions given by the teacher repeated specifically to him. It appears that his efforts have decreased. The reason may be that the general education curriculum is getting much more challenging.

Robert has difficulty organizing his assignments into folders. He usually has a pile of papers in his desk. He accurately fills out his agenda book on a daily basis.

Robert's language needs continue to progress, but are still significantly delayed in the following areas: morphology (grammar) skills are 60% accurate for irregular past tense and plurals, question asking using correct word order is currently 60% accurate, pronoun use is at 75% accuracy, critical thinking skills for problem solving, inferences, and reasoning are at 70% accuracy; expressive and receptive vocabulary is 75% accurate with cues; narratives and story retell need to include determining the main idea, recalling significant details and producing a clear beginning, middle and end. Currently, Robert's story retell and narratives are at 50% accuracy with cueing and scaffolding.

Instructional Accommodations

Robert receives extensive review and practice for the core academics. His comprehension is weak so many prompts are given to answer questions and discuss stories. He uses touchpoints or a calculator as a math manipulative for adding and subtracting. Robert needs much repetition to learn and maintain skills. In science and social studies, an assistant is available to redirect him and to keep him on-task. Note-taking is modified by having notes pre-written with blanks to fill-in key words. Tests are modified to assess key vocabulary and concepts. Study guides for tests are sent home at least 4 days before a test so his parents can review with him. Usually his tests are all matching or multiple choice.

Tests are given in the resource room and read aloud to him.

Criteria for Participation

To participate in the WAA for Students with Disabilities, Robert's IEP team had to complete the WAA participation checklist (see Appendix 2 at the end of this case report) to determine if he met four criteria individually for reading, language arts, mathematics, science, and social studies. Please note that a student may participate in the WAA for a content area (i.e., reading, language arts, math, science, or social studies) only if the IEP team concurs that a student meets all four criteria for the content area. In the case of Robert's IEP team, it was noted that the IEP included information on Robert's PLOEP in reference to the Wisconsin state content standards. In addition, the IEP team had a good working knowledge of the test format and what skills and knowledge are being measured by the state wide assessments in the WKCE and the WRCT. Moreover, Robert's IEP team was knowledgeable of the state testing guidelines and use of appropriate testing accommodations, if necessary.

In Robert's case, the IEP team made a decision that he was unable to participate in any of the regular assessment. Once his team made this decision, the WAA process began.

The Wisconsin Alternate Assessment for Students with Disabilities

Robert's IEP team participated in the completion of the WAA. The WAA process was systematic and comprehensive and for Robert, yielded recent representative and reliable results based on the professional judgment of the IEP team members. Robert's teacher completed the WAA because she has first hand knowledge of his IEP goals, objectives, or benchmarks, educational curriculum, and knowledge and skills (see Appendix 3 at the end of this case report).

Step 1: In Robert's case, his teacher assessed all content domains. When completing the WAA the teacher identified items in each domain that aligned with Robert's IEP s. In this alignment process, the teacher was required to make professional judgments within the context of her knowledge of state academics standards. For Robert, please note that his IEP goals, objectives, or benchmarks (see Appendix 1 at the end of this case report) were not aligned with each item on the WAA. Nevertheless, the overall goal was to identify and assess in-depth specific knowledge and skills emphasized in the student's IEP goals, objectives, or benchmarks and those measured by the WAA.

Step 2: It can be observed that Robert's teacher aligned a number of items in each of the domains with his IEP. Once this alignment process occurred, she collected at least two forms of evidence for each of the items that are IEP-aligned. As can be observed on the rating scale, the evidence in many cases included work samples, video, photos, audio tapes, and in some cases interviews and observations. The evidence sources that the teacher used were recent and representative of Robert's work. The WAA also required that another teacher or member of the IEP team review the evidence collected and that the two raters agree or are reliable. Please note that in the case of assessment of Robert's

performance in mathematics, the two raters did not reach a criterion of 80% agreement originally (see page 21 of the WAA rating scale in Appendix 3 at the end of this case report). However, the two raters discussed the existing evidence and resolved their disagreements related to the math item # 26 being at a "developing" level. Thereafter they obtained 100 % agreement on this assessment. Several sources of evidence of Robert's knowledge and skills are illustrated in Appendix 4 at the end of this case report.

Step 3: The common rubrics developed to assess the proficiency with which Robert demonstrated the knowledge and skills needed to accomplish each of the items in the content domains were used reliably. Note on the rating scale that the proficiency ratings within each content domain were summed and serve as an Individualized Proficiency Score. For example, in social studies Robert's Individualized Proficiency Score was 58. This score is one indicator that allows Robert's IEP team, teachers, and parents to observe Robert's progress within the content domain. His Individual Proficiency Scores for all the other content areas are listed in Table 1 below.

Step 4: The WAA also involves a second score called the Overall Performance Level score (see Table 1). This information is reported to the state's office of educational accountability. In the case of each content domain, Robert's performance is summarized as either Prerequisite Skill level 1 (PS 1), Prerequisite Skill level 2 (PS 2), Prerequisite Skill level 3 (PS 3), or Prerequisite Skill level 4 (PS 4) (see Appendix C). Again this score continuum is essentially a downward extension of the four performance levels (i.e. Minimal Performance, Basic, Proficient, and Advanced Proficient) that are used to describe performance on the WKCE. Thus, the four levels of prerequisite skills can be viewed as points along a normative developmental path towards grade level functioning in each content area. In Robert's case, the teacher who completed the WAA in the reading domain, reviewed the results of his item ratings within the reading domain, and then used the content domain specific 4-point rubric at the end of the content area rating scale to rate Robert's Overall Performance Level as PS 3.

Step 5: Following completion of the Overall Performance Level score summary for each content area, the scores were transferred to the WAA for Students with Disabilities Performance Summary Report (see Appendix 3, page 32). This page is submitted to the district assessment coordinator in late November and provides an overall performance level score summary. Robert's overall summary scores are presented on page 42 of Appendix 3 at the end of this report.

Table 1. Robert's Individual Proficiency and Overall Performance Level Scores

Content Area	Individual Proficiency Score	Overall Performance Level Score
Reading	50	3
Language Arts	59	3
Oral Language	41	3
Writing	18	3
Mathematics	58	3
Science	41	2
Social Studies	58	3

Summary and Conclusions

For Robert, the WAA provided an opportunity to have an alternate assessment that measured his progress towards meeting educational goals on state standards in a recent, representative, and reliable manner. Robert's parents received a report summarizing Robert's overall performance level scores for each content domain. Robert was included in school and state accountability reports. The ultimate purpose of the WAA is to provide students with significant disabilities an opportunity to participate. For Robert, full inclusion in the WAA guaranteed this process.

Appendix 1: IEP Goals, Objectives, or Benchmarks

IEP Goal/Objective	IEP Benchmarks
Robert will comprehend 4 of 5 stories read at the 2nd/3rd grade reading level, as dictated by the goals, objectives, or benchmarks below.	1. Robert will answer literal questions of stories read with 90% accuracy. 2. Robert will retell stories, stating at least 3 parts (beginning, middle, and end). 3. After reading a chapter, Robert will state at least 1 event from the chapter, in writing. 4. Robert will self-correct 70% of errors while reading, given verbal prompts.
Robert will write an 8-10 sentence passage using complete sentences, correct spelling, correct ending punctuation, and capitalization, as dictated by the s below.	1. Given a prompt, Robert will proofread his work for complete sentences, incorrect punctuation, and capitalization, then find and correct 50% of his errors. 2. Robert will correctly punctuate the end of sentences (?/.), 80% of the time. 3. Robert will capitalize the beginning of sentences and proper nouns, 80% of the time. 4. Robert will independently use at least 3 time order words when writing stories. 5. Robert will spell 80% of the words correctly in his writing using spelling resources (i.e., word wall, dictionary, words provided by the teacher)
Robert will increase computation skills to a level comparable with the 2nd grade curriculum	1. Robert will solve 50% of addition facts to 18 from memory. 2. Robert will solve 2 digit subtraction problems with regrouping, with 80% accuracy. 3. Robert will solve 3 digit addition problems with regrouping, with 80% accuracy. 4. Robert will independently solve story problems (+/-) with 80% accuracy.
Robert will tell time to 1 minute intervals with 80% accuracy.	1. Robert will tell time at 5 minute intervals, with minutes between 5-30 with 80% accuracy. 2. Robert will tell time at 5 minute intervals, with minutes between 35-55, with 80% accuracy. 3. Robert will tell time at 1 minute intervals, with minutes between 1-9, with 80% accuracy. 4. Robert will tell time at 1 minute intervals, with 80% accuracy.
Robert will count combinations of dimes, nickels, and pennies with 80% accuracy.	1. Robert will maintain skills of counting “like” coins with 80% accuracy. 2. Robert will count dimes and pennies or nickels and pennies, with 80% accuracy. 3. Robert will count dimes and nickels, with 80% accuracy. 4. Robert will count dimes, nickels, and pennies, with 80% accuracy.

Robert will reduce attention-getting behaviors (i.e., making faces, acting silly) in the classroom and during transition times to no more than 2 incidents per observed school day.	1. By March 2002, Robert will display attention getting behaviors no more than 4 times per day. 2. By June, 2002, Robert will display attention getting behaviors no more than 3 times per day. 3. By November, 2002, Robert will display attention getting behaviors no more than 2 times per day.
Retell story and narratives with correct sequence, main concepts, determine main idea with 90% accuracy.	4. Listen to and follow along story and retell beginning, middle and end in correct sequence with 90% accuracy. 5. Listen to story and determine main idea of story with 90% accuracy 6. Listen to story and retell main/significant events only with 90% accuracy. 7. Retell story using main characters' names with 90% accuracy.
Expand vocabulary skills in categories, attributes, opposites, and multiple definitions with 90% accuracy.	1. Learn category names and include appropriate components with 90% accuracy for: occupations, emotions, holidays. 2. Use attributes when describing functional items found/used in world: household, restaurant, farm/zoo, with 90% accuracy. 3. Learn and use opposites with 90% accuracy using pictures and words learned from categories and attributes list. 4. Tell 2 definitions for words that have multiple definitions with 90% accuracy.
Robert will use correct morphology for verbs, plurals and question asking with 90% accuracy.	1. Use correct irregular plurals in sentences with pictures, story retell, narratives, with 90% accuracy. 2. Use correct irregular past tense verbs in sentences with pictures, story retell, narratives, with 90% accuracy. 3. Will ask questions using correct word order and correct verb forms using pictures, stories, and cued information requiring questions with 90% accuracy.
Will use critical thinking skills in the area of problem solving, reasoning and inferencing to answer questions and make appropriate decisions.	1. Using texts, stories, worksheets, select correct answer with 90% accuracy when required to solve a problem. 2. Will reason through answers to questions by stating consequences and why inappropriate answers would not be appropriate with 90% accuracy. 3. Will infer information form 2 clues given with 90% accuracy.

Appendix 2: Participation Checklist

WISCONSIN ALTERNATE ASSESSMENT PARTICIPATION CHECKLIST FOR STUDENTS WITH DISABILITIES

Student: Robert **Age:** 14 **Date:** 4/1/02

Teacher: Brenda **School:** _____

IEP teams are responsible for deciding whether students with disabilities will participate in regular assessment programs (WKCE), with or without testing accommodations, or in the state's alternate assessment (WAA). To facilitate informed and equitable decision-making, IEP teams should address each of the following statements **for each of the content areas** when considering an alternate assessment. Check all that apply.

When the IEP team concurs that all four of the statements **below accurately characterize a student's current educational situation in a given content area, then an** alternate assessment **should be used to provide a meaningful evaluation of the student's current academic achievement in that content area. Content areas without four checks should be assessed using the regular assessment, with or without accommodations.**

Participation Criteria	*Reading*	*Language Arts*	*Math*	*Science*	*Social Studies*
1. The student's curriculum and daily instruction focuses on knowledge and skills significantly different from those represented by the state's content standards for students of the same chronological age.	√	√	√	√	√
2. The student's Present Level of Educational Performance (PLOEP) significantly impedes participation and completion of the general education curriculum even with significant program modifications.	√	√	√	√	√
3. The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.	√	√	√	√	√
4. The student's difficulty with the regular curriculum demands is primarily due to his/her disabilities, and not to excessive absences unrelated to the disability, or social, cultural or environmental factors.	√	√	√	√	√

ASSUMPTIONS:

- The IEP team has knowledge of the student's PLOEP in reference to the Wisconsin Model Academic Standards.
- The IEP team has working knowledge of the test format and what skills and knowledge are being measured by the statewide assessments such as WKCE and WRCT.
- The IEP team is knowledgeable of state testing guidelines and the use of appropriate testing accommodations.

Appendix 3:

Wisconsin Alternate Assessment for Students with Disabilities & WSAS Summary Score Report

Wisconsin Alternate Assessment for Students with Disabilities
Grades 4, 8, & 10

Student's Name: Robert DOB: 3/8/88 (Mo/Day/Yr) Age: 14

School: _____ District: _____ Grade: 8th

Sex: M Race: Caucasian Disability: CD; Down Syndrome

WAA Participation Checklist completed by IEP team: 2/23/02 (Mo/Day/Yr)

Assessment Period: 3/18/02 (Mo/Day/Yr) to 5/8/02 (Mo/Day/Yr)

Content Areas to be Assessed (check):

- √ Reading
- √ Social Studies
- √ Mathematics
- √ Science
- √ Language Arts {Oral Language (4th and 8th grade only) and Writing}

Rater(s): Brenda

Reliability Check: Becky (Name of Person) 5/12/02 (Mo/Day/Yr)

The Wisconsin Alternate Assessment for Students with Disabilities (WAA) is part of the Wisconsin Student Assessment System (WSAS) and is designed to assess the educational performance of students with disabilities who cannot meaningfully take the Wisconsin Knowledge and Concepts Exam (WKCE) even with accommodations. This assessment tool focuses on knowledge and skills that are aligned with the state of Wisconsin Model Academic Standards in reading, language arts (oral language & writing), mathematics, science, and social studies and considered to be prerequisite to the majority of content assessed by the WKCE test.

An individual or individuals who have first-hand knowledge of the student's IEP goals, objectives, or benchmarks, educational curriculum, and knowledge and skills should complete this assessment tool. The results of this assessment will be shared with the student's parents or guardian and also contribute to the educational accountability system for all students in the state. These results, however, are only part of the information needed to make important decisions about a student's educational progress and current level of functioning. For more information about the WAA, go to www.dpi.state.wi.us/dpi/dlsea/een/assessmt.html.

The WAA Evaluation Process: Required Steps, Guidelines, & Timeline

The WAA process is systematic and comprehensive, and when followed appropriately it yields recent, representative, and reliable results based on the professional judgments of educators. This assessment focuses on core prerequisite knowledge and skills in reading, language arts, mathematics, science, and social studies. Before the assessment process begins, however, a student's IEP team must complete an *Alternate Assessment Participation Checklist* to determine whether a student is eligible for an alternate assessment. Once it has been decided that a student will participate in the alternate assessment, the following 5-step process must be followed:

Step 1: Align WAA items with IEP Goals, Objectives, or Benchmarks

Step 2: Collect Performance Evidence for Aligned Items

Step 3: Analyze and Rate Proficiency of All Items

Step 4: Summarize Ratings & Level of Performance

Step 5: Report Results

Key points to keep in mind when conducting an alternate assessment include:

- Aligning WAA items to a student's IEP goals, objectives, or benchmarks requires professional judgments and an understanding of the state's academic standards. Not every IEP goal, objective, or benchmark will match or align with an item, but whenever reasonable, connections between items and goals, objectives, or benchmarks should be identified and assessed.

- Multiple forms of evidence must be collected and evaluated for each of the items that are aligned with an IEP goal, objective, or benchmark. Meaningful evidence of a student's knowledge and skills already exists in most classrooms and can be categorized as work samples, published tests, observations, interviews, videotapes/photos, or audiotapes.

- The assessment must be recent and the evidence collected must be representative of the student's typical work. Assessments must be completed by November 22, 2002.

- The student's ability to accomplish each of the items must be rated using a common scoring rubric. The ratings must be determined to be highly reliable or consistent with those of a second rater.

- Results of an alternate assessment must be summarized using a 4-level Prerequisite Skills (PS Levels) performance standard that places a student on a common developmental path that is referenced to the state's model academic standards and proficiency standards in each of the content domains.

- Finally, results must be reported to the state Office of Educational Accountability for purposes of monitoring progress and school-wide accountability. The student's parents/guardian will receive a summary report from the state in the spring.

Instructions for Completing the WAA Rating Scales

Please read the detailed instructions for completing WAA Rating Scales before assessing a student.

Complete Cover Page Information - Be sure to provide a complete description of the student, note the date the decision was made to participate in the WAA, and document the names of individuals involved in conducting the assessment and reliability checks.

Align Items with IEP Goals, Objectives, or Benchmarks - After determining the content domains the student will be assessed in, the IEP team or its representatives should check (√) which of the WAA items align (or are very similar) with one or more of a student's IEP goals, objectives, or benchmarks. The assessment results for checked items can provide valuable information about a student's progress on his/her IEP goals, objectives, or benchmarks.

Collect Performance Evidence - For all the checked (√) items, you must collect classroom relevant information that provides evidence of how the student is performing. Typical categories of performance evidence include work samples, published test results, observations, and interviews with third parties, videos or photos, and audio tape recordings. All evidence should be recent (no more than 3 months old) and representative of the student's typical work. High quality assessments use multiple types of evidence. Please check (√) the categories of evidence that you collect and rate for each of the items. Two or more categories of evidence should be checked for all IEP-aligned items.

Analyze and Rate Proficiency - It is important that you analyze and rate the proficiency with which a student demonstrates the knowledge and skills needed to accomplish each of the alternate assessment items. Please use the scoring rubric below to rate the student's level of proficiency for ALL of the items in content areas to be assessed. Please take special note of the difference between a rating of Not Applicable (NA) and Non-existent (0). Items deemed NA should be checked (√), but not given a proficiency rating. All other items, regardless of whether they are IEP-aligned or not must be rated either as Non-Existent, Emerging, Developing/Developed, or Proficient/Generalized. Circle the rating that best characterizes a student's current functioning. Please DO NOT SKIP any items.

Proficiency Rating	Rating Criteria
√ = Not Applicable	The IEP team has determined the item is not relevant to the student's educational needs. It is possible that the knowledge and skills required by the item may never develop even if time and effective instruction is provided. No instructional opportunities are consistently provided or supported.
0 = Non-existent	Student is unable to perform any part of a skill or demonstrate any knowledge without full physical prompting in a highly structured setting. However, it is realistic that the knowledge and skills are relevant to the student's educational needs and that some part of the knowledge and skill may develop given time and effective instruction.
1 = Emerging	Student can respond to some part of the knowledge and skills required by the item given physical, verbal, visual, or any other full assistance. The student may take a long time to respond but will indicate some attempt whether correct or incorrect in a limited number of settings.
2 = Developing/ Developed	Student is in a stage of fluency building. Performance may be seen as somewhat inconsistent but ranges generally between 25-75% of the time with some assistance in several settings. If there has been instruction, the student has made noticeable gains in acquiring and applying the knowledge and skills required of the item.
3 = Proficient/ Generalized	Student is able to maintain the knowledge and skills required by the item and generalize without assistance or prompting on a regular basis. The student routinely performs the skill in a variety of settings with familiar instructions, materials, or individuals; however, the level of the skill is comparable to non-disabled students in a grade significantly different from his/her age-mates. The student requires little or no supervision in accurately demonstrating the knowledge and skills.

Summarize Proficiency Ratings & Performance Level Scores - There are two types of Summary Scores for each WAA content domain: Individualized Proficiency Scores and Overall Performance Level Scores. Once you have completed the rating of all items for a given content domain, you should

determine the Individualized Proficiency Score for the domain (or subdomain in the case of Language Arts) by totaling the individual ratings for all items in a content domain. DO NOT include items that you declared NA.

To determine a student's Overall Performance Level Score for a content area, review the results of your ratings for the content area and select the performance level descriptor from the content area developmental continuum. There are no Individualized Proficiency cut-scores that must be used to determine an Overall Performance Level. Each content area has a 4-level, criterion-referenced, developmental continuum that characterizes performance of knowledge and skills along the path toward functioning at or near grade level in the regular curriculum. Thus, for each content area assessed, a student's performance is summarized as Prerequisite Skill Level 1, Prerequisite Skill Level 2, Prerequisite Skill Level 3, or Prerequisite Skill Level 4. The Reading Performance Continuum is illustrated below. Each of the other performance continua uses similar criteria to describe different levels of functioning prerequisite to the regular curriculum. The performance continuum for each content area appears at the conclusion of each rating scale.

Reading Performance Continuum

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in reading. He or she is unable to perform simple skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to reading instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some simple reading skills in a limited number of settings.	Student demonstrates an emerging ability to decode and comprehend text. Student's understanding of basic concepts and performance of most reading skills is inconsistent and he or she requires moderate support to demonstrate his or her learning.	Student demonstrates a consistent understanding of the basic concepts and skills contained in the reading items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.

All summary scores must be determined to be reliable. To estimate the reliability of the ratings of the WAA, a second rater who knows the student should complete a rating of the IEP-aligned items after he/she examines the collected evidence. An agreement of 80% of the individual item ratings in each domain must be achieved before an Individualized Proficiency Score is reportable. Once high agreement has been achieved for the aligned items, the two raters should compare the Overall Performance Levels Scores they selected to best represent the student's level of functioning. An agreement between raters of 100% is needed before an Overall Performance Level Score is reportable. Methods for adjudicating differences between the original and second rater are described in the *WAA for Students with Disabilities Administration Guidebook.*

Report Results - Once the results of the WAA are determined to be reliable, they are ready to be reported. For purposes of inclusion in the WSAS and statewide accountability, a *WAA Performance Report Summary* form must be completed and submitted by November 22, 2002. A student's parents or guardian will receive a report explaining and summarizing the Overall Performance Level Scores for each domain.

		Evidence Sources								Proficiency Ratings			
	Reading Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1= Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student matches printed words to objects.									0	1	2	(3)
2	Student uses pictures for context clues.									0	1	2	(3)
3	Student reads short notes and follows written directions.									0	1	(2)	3
4	Student reads class schedule and printed directions orally.									0	1	2	(3)
5	Student makes new words based on word families (e.g., mat, bat).									0	1	(2)	3
6	Student matches letter and sounds, and can point to letter when appropriate sound is produced.									0	1	2	(3)
7	Student demonstrates understanding of new words or passages by making connections with personal experience via speech, writing, signs, or assistive device.									0	1	(2)	3
8	Student can find information related to a personal issue from a source like a newspaper or phone book.									0	1	(2)	3
9	Student can answer who, what, and where questions about a story.	√	√				√	√		0	1	(2)	3
10	Student can identify beginning, middle, and end of a story.	√					√	√		0	1	(2)	3
11	Student attends while teacher reads.									0	1	(2)	3
12	Student asks relevant questions about what he/she has heard read to them.									0	(1)	2	3
13	Student can answer "how" and "why" questions.									0	1	(2)	3

		Evidence Sources							Proficiency Ratings			
	Reading Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1= Emerging	2=Developing/ Developed	3=Proficient/ Generalized
14	Student can answer appropriately with head nods or verbally to comprehension questions.	√			√		√	√		0	1	(2)	3
15	Student can predict events from what they read or hear read.									0	1	(2)	3
16	Student can judge actions of characters in stories.									0	1	(2)	3
17	Student can match pictures and words that depict emotions such as happy, sad, or angry.									0	1	(2)	3
18	Student can sequence main parts of a story via pictures or oral report.	√	√		√			√		0	1	(2)	3
19	Student can state reasons why something he/she has read or heard is factual or fiction.									0	(1)	2	3
20	Student demonstrates comprehension of safety words, symbols, or pictures.									0	1	(2)	3
21	Student can match words to common pictures in school and community settings.									0	1	2	(3)
22	Student will locate personal information when it is present.									0	1	2	(3)
23	Student can retell information taken from printed materials.	√			√			√		0	1	(2)	3

Reading Individualized Proficiency Total Raw Score:	**0 + 2 + 30 + 18 = [50]**

Overall Reading Performance Level Score Summary

After examining the WAA Performance Continuum for reading below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in reading. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

Prerequisite Skill Level 1	**Prerequisite Skill Level 2**	**Prerequisite Skill Level 3**	**Prerequisite Skill Level 4**
Student currently exhibits very few of the prerequisite skills and knowledge in reading. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to reading instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some skills in a limited number of settings.	Student demonstrates an emerging ability to decode and comprehend text. Student's understanding of concepts and performance of most skills in the items is inconsistent and he or she requires moderate support to demonstrate his or her learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the reading items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited understanding of the most basic reading concepts and skills.	• Attends and responds to texts that are read to him or her by an adult or peer. • Notices pictures in text and uses them to make inferences and predictions. • Recognizes some words in their environment and/or basic texts.	• Attends to and demonstrates understanding of texts that are read to them by an adult or peer. • Can read basic texts with moderate adult support. • Demonstrates an expanded sight vocabulary and phonological skills.	• Attends to and demonstrates understanding of texts that are read to them by an adult or peer. • Uses an expanded sight vocabulary and phonological skills to read unfamiliar texts with limited adult support. • Can make connections between information in a text and previously read materials or life experiences. • Uses basic graphic organizers with adult support.
PS Level 1 _____	**PS Level 2** _____	**PS Level 3** ___√___	**PS Level 4** _____

Reliability Estimates for Reading

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

		Evidence Sources							Proficiency Ratings			
Language Arts Items (Oral Language & Writing)		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1= Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student communicates feelings and needs in printed or pictorial form.									0	1	(2)	3
2	Student can point to a picture or name an action of a given object or person.									0	1	2	(3)
3	Student uses appropriate body or facial gestures to communicate a need, interest, or choice.									0	1	2	(3)
4	Student initiates communication regarding personal or survival needs.									0	1	2	(3)
5	Student repeats or paraphrases messages, upon request.									0	1	(2)	3
6	Student uses appropriate volume and tone when talking to others.									0	1	2	(3)
7	Student can ask questions related to topic, objects, and events.	√			√			√		0	1	(2)	3
8	Student can attend and listen to others without interrupting.									0	1	(2)	3
9	Student can follow directions and instructions.									0	1	(2)	3
10	Student meets people with brief oral greeting.									0	1	(2)	3
11	Student can conduct a short interview or obtain information by phone.									0	1	(2)	3
12	Student takes turns and responds appropriately to people.									0	1	(2)	3
13	Student can take part in 2-way conversation using written, verbal, or an assisted mode.									0	1	2	(3)
14	Student interacts with others who have the same language.									0	1	2	(3)
15	Student recognizes the source of message and can evaluate its purpose.									0	1	(2)	3

		Evidence Sources							Proficiency Ratings			
	Language Arts Items (Oral Language & Writing)	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	N/A=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
16	Student can present information using pictures and other media on a topic he/she has researched.									0	1	(2)	3
17	Student can record a message on an answering machine.									0	1	2	(3)
Language Arts/Oral Language Subscale Raw Score: Total										**0 + 0 + 21 + 21 = [41]**			
18	Student uses a variety of tools to communicate in a written form.	√	√				√			0	1	2	(3)
19	Student writes notes to peers, parents, and others.									0	1	(2)	3
20	Student can correct or revise his/her written work.	√	√				√			0	1	(2)	3
21	Student correctly uses punctuation marks.	√	√				√			0	1	(2)	3
22	Student uses capital letters correctly for people's names and at the beginning of sentences.	√	√				√			0	1	(2)	3
23	Student can use a dictionary or word bank to learn new words.									0	1	(2)	3
24	Student can use a computer, Alpha Smart or other tools to take notes.									0	1	(2)	3
25	Student can identify a topic of interest and gather information about it.									0	(1)	2	3
26	Student can use information he/she has collected to answer a question.									0	1	(2)	3
Language Arts/Writing Subscale Raw Score: Total										**0 + 1 + 14 + 3 = [18]**			

Oral Language Subscale Total Score [41] + Writing Subscale Total Score [18] =

Language Arts Individualized Proficiency Total Raw Score [59]

Oral Language Performance Level Score Summary (4th and 8th grade only)

After examining the WAA Performance for Oral Language (items 1-17) and the Performance Continuum below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Oral Language.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite knowledge and skills in Oral Language. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Oral Language instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some oral language skills in a limited number of settings.	Student demonstrates an emerging ability to communicate ideas verbally or with assistive technology. Student's understanding of concepts and performance of most skills is inconsistent and he or she requires moderate support to demonstrate his or her oral language abilities.	Student demonstrates a consistent understanding of the concepts and skills contained in the Oral Language items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her oral language abilities.
• Demonstrates a very limited ability to express his or her ideas or personal needs verbally or through the use of assistive technology with extensive support from adults.	• Can communicate personal wants, needs, and opinions verbally or through the use of assistive technology. • Student demonstrates understanding of basic verbal instructions. .	• Listens to others, participates in discussions, and effectively expresses his or her opinions, ideas, and feelings using words or assistive technology. • Can provide short responses to questions and retell simple stories with moderate support from adults or peers. • Student can understand more complex verbal instructions and apply that understanding to complete multi-step tasks.	• Successfully participates in class discussion, group work, and unstructured social interactions with minimal adult support. • Student can give short oral reports or presentations to his or her classmates with minimal adult support. • Student can comprehend and summarize the content a short oral presentation, story, or play.
PS Level 1 _____	PS Level 2 _____	PS Level 3 __√__	PS Level 4 _____

Reliability Estimates for Oral Language (4th and 8th grade only)

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Writing Performance Level Score Summary

After examining the WAA Performance for Writing (items 18-26) and the Performance Continuum below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Writing.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite knowledge and skills in Writing. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Writing instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some writing skills in a limited number of settings.	Student demonstrates an emerging ability to communicate ideas in writing. Student's understanding of concepts and performance of most skills is inconsistent and he or she requires moderate support to demonstrate his or her writing ability.	Student demonstrates a consistent understanding of the concepts and skills contained in Writing items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her writing ability.
• Demonstrates very limited ability to express himself or herself in writing with extensive support from adults.	• Uses drawings, pictures, symbols, and some written words to express ideas and feelings with extensive adult support. • Demonstrates a limited understanding of basic sentence structure and grammar.	• Writes or types simple short responses and stories with moderate support from adults or peers. • Demonstrates an emerging understanding of basic sentence structure and grammar, but applies this knowledge inconsistently in his or her writing work.	• Writes or types simple stories, journal entries, and letters with minimal support. • Edits work for capitalization at the beginning of sentences, basic punctuation (e.g., periods at the end of sentences), and spelling of high frequency words.
PS Level 1 _____	**PS Level 2** _____	**PS Level 3** ___√___	**PS Level 4** _____

Reliability Estimates for Writing

A. **Only for all IEP-aligned items (criterion of 80% agreement)**
   Rater 1 and 2 __100____% agreement originally

   Rater 1 and 2 _____% agreement after review & discussion

B. **For Overall Performance Level (criterion of 100% agreement)**
   Rater 1 and 2 __100____% agreement originally

   Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Overall Language Performance Level Score Summary

After examining the WAA Performance Continuum for Language Arts below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Language Arts. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

Prerequisite Skill Level 1	Prerequisite Skill Level 2	Prerequisite Skill Level 3	Prerequisite Skill Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Language Arts. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Language Arts instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some skills in a limited number of settings.	Student demonstrates an emerging ability to communicate ideas verbally or in writing. Student's understanding of concepts and performance of most skills in the items is inconsistent and he or she requires moderate support to demonstrate his or her learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Language Arts items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited ability to express him or herself in writing with extensive support from adults.	• Can communicate personal wants, needs, and opinions verbally or through the use of assistive technology. • Uses drawings, pictures, symbols, and some written words to express ideas and feelings with extensive adult support.	• Listens to others, participates in discussions, and effectively expresses his or her opinions, ideas, and feelings using words or assistive technology. • Writes or types simple short responses and stories with moderate support from adults or peers.	• Successfully participates in class discussion, group work, and unstructured social interactions with minimal adult support. • Writes or types simple stories, journal entries, and letters with minimal support. • Edits his or her work for capitalization at the beginning of sentences, basic punctuation (e.g., periods at the end of sentences), and spelling of high frequency words.
PS Level 1 _____	PS Level 2 _____	PS Level 3 __√____	PS Level 4 _____

Reliability Estimates for Language Arts

B. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 __100____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

C. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 __100____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

		Evidence Sources							Proficiency Ratings			
Mathematics Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student is able to recognize that there is a difference in patterns when presented with a task.									0	1	(2)	3
2	Student is able to respond to math ideas using appropriate vocabulary.									0	1	(2)	3
3	Student is able to use simple number concepts accurately.	√	√				√			0	1	(2)	3
4	Student is able to integrate simple math operation into real life activities.									0	(1)	2	3
5	Student is able to explain a correct solution to an everyday math problem.									0	1	(2)	3
6	Student will accurately identify numerals 1-10.									0	1	2	(3)
7	Student will accurately recognize place value of hundreds, tens and ones column.									0	1	(2)	3
8	Student will accurately list three whole numbers in proper numerical order.									0	1	(2)	3
9	Student will read numbers with 2 and 3 digits accurately.									0	1	(2)	3
10	Student will write numbers accurately in a variety of contexts.									0	1	(2)	3
11	When engaged in problem solving, student will use a calculator, or concrete objects to add and subtract a number of items.	√	√				√			0	1	(2)	3

		Evidence Sources								Proficiency Ratings			
Mathematics Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
12	Student uses fractions appropriately.									0	1	(2)	3
13	Student uses money appropriately in real- life activities.									0	1	(2)	3
14	Student accurately identifies basic shapes.									0	1	(2)	3
15	Student accurately sorts basic shapes into groups.									0	1	(2)	3
16	Student is able to accurately identify location terms (i.e., next to, between, over, under).									0	1	2	(3)
17	Student is able to identify correct units of basic measurements.									0	1	(2)	3
18	Student demonstrates an accurate understanding of basic measurement concepts.									0	1	(2)	3
19	Student is able to estimate measurements of size, height, and weight.									0	(1)	2	3
20	Student is able to tell time with some type of time-keeping device.	√	√		√					0	1	(2)	3
21	Student is able to measure accurately with a ruler, tape measure, or yardstick.									0	1	(2)	3
22	Student demonstrates an accurate understanding of basic temperature concepts.									0	1	(2)	3
23	Student is able to accurately measure fluids in a variety of natural contexts.									0	1	(2)	3

		Evidence Sources								Proficiency Ratings			
Mathematics Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
24	Student is able to read and interpret a graph, table, or chart.									0	1	(2)	3
25	Student is able to accurately use 1-1 correspondence.									0	1	(2)	3
26	Student is able to correctly use symbols and vocabulary of addition and subtraction.	√	√				√			0	1	2	(3)
27	Student is able to use the vocabulary of "equal' or 'same as" in an appropriate context.									0	1	(2)	3
28	Student is able to correctly use symbols and vocabulary of multiplication and division.									0	1	(2)	3
29	Student is able to accurately distinguish between the concepts of more or less in an appropriate context.									0	1	(2)	3

Mathematics Individualized Proficiency Total Raw Score:	**0 + 2 + 48 + 9 =[59]**

Overall Mathematics Performance Level Score Summary

After examining the WAA Performance Continuum for Mathematics below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Mathematics. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Mathematics. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Mathematics instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student demonstrates knowledge or performs skills in a limited number of settings.	Student demonstrates an emerging ability to perform mathematical operations and solve problems. Student's understanding of concepts and performance of skills in the Mathematics items is inconsistent and he or she may require assistance to demonstrate their learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Mathematics items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited understanding of the most elementary numerical and mathematical concepts.	• Demonstrates a basic understanding of numbers and counting (e.g., one-to-one correspondence) • Can perform simple calculations with extensive adult support. • Can differentiate between objects by size, color, and shape.	• Can independently identify and use numbers. • Can perform simple calculations with some adult support. • Recognizes and labels some shapes. • Can use measurement tools with adult support.	• Limited achievement of expected conceptual knowledge and skills. • Can perform basic calculations independently. • Consistently recognizes and describes shapes. • Can use some measurement tools independently.
PS Level 1 _____	PS Level 2 _____	PS Level 3 __√__	PS Level 4 _____

Reliability Estimates for Mathematics

A. **Only for all IEP-aligned items (criterion of 80% agreement)**
   Rater 1 and 2 ___75___% agreement originally

   Rater 1 and 2 ___100___% agreement after review & discussion

B. **For Overall Performance Level (criterion of 100% agreement)**
   Rater 1 and 2 __100___% agreement originally

   Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

* After further discussion and re-looking at the existing evidence, both raters agreed that Math item #26 is at the developing level.

		Evidence Sources							Proficiency Ratings				
	Science Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student identifies content in the context of science lesson or investigation.									0	1	(2)	3
2	Student connects science instruction to previous instruction and/or personal experiences.									0	1	(2)	3
3	Student is able to detect, or describe change in their environment.									0	1	(2)	3
4	Student will use encyclopedia, sourcebooks, texts, computers, teachers, parents, other adults, journals, popular press, and various other resources to identify vocabulary and pictures from science units.									0	(1)	2	3
5	Student will use texts, real objects, and experience to answer questions regarding science units.									0	1	(2)	3
6	Student uses vocabulary and content from science instruction to ask questions, make observations, make predictions, or offer explanations.									0	(1)	2	3
7	Student participates in "hands-on" science investigations, using a variety of materials (science equipment, media, and computers) safely.									0	1	(2)	3
8	In the context of science investigations, student collects data.									0	(1)	2	3
9	Student communicates results of investigations in ways his or her audience will understand.									0	(1)	2	3

		Evidence Sources Proficiency Ratings											
Science Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
10	Student will demonstrate understanding of cause and effect.									0	1	(2)	3
11	Student demonstrates understanding that objects are made of various substances.									0	1	(2)	3
12	Student classifies/sorts objects or pictures of objects according to similar properties (e.g., size, color shape, etc…).	√	√				√			0	1	(2)	3
13	Student observes or describes changes in form, temperature, color, speed, or direction of objects.									0	1	(2)	3
14	Student describes major land and water masses of the earth (e.g., oceans, mountains, etc…).									0	1	(2)	3
15	Student identifies weather commonly occurring in Wisconsin.									0	1	(2)	3
16	Student observes and record seasonal and daily weather changes in his or her community.									0	1	(2)	3
17	Student describes how organisms meet their basic needs for water, nutrients, protection, and energy in order to survive.									0	1	(2)	3
18	Student demonstrates an understanding of the ways that organisms grow through life stages.									0		(2)	3

		Evidence Sources							Proficiency Ratings			
	Science Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
19	Student identifies the technology used by someone employed in a job or position in Wisconsin and explains how it is used.									0	(1)	2	3
20	Student identifies simple machines in his or her environment.									0	1	(2)	3
21	Student describes the technology he or she uses and its benefits.									0	1	(2)	3
22	Student demonstrates understanding that substances can exist in different states- solid, liquid, or gas.									0	(1)	2	3
23	Student will identify the stars, moon, and sun.									0	1	(2)	3
24	Student demonstrates an understanding of how science can help and can cause problems in his or her environment.									0	(1)	2	3

Science Individualized Proficiency Total Raw Score:	**0 + 7 + 34 + 0 = [41]**

Overall Science Performance Level Score Summary

After examining the WAA Performance Continuum for Science below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Science. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Science. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Science instruction and participates in investigations with extensive support (e.g., physical, verbal, or gestural or assistance). Student responds or performs some skills in a limited number of settings.	Student demonstrates an emerging ability to observe, record, classify and report scientific concepts and phenomena. Student's understanding of concepts and performance of skills in the items is inconsistent and he or she may require assistance to demonstrate his or her learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Science items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates a very limited understanding of the most elementary scientific concepts.	• Demonstrates a basic understanding of simple science concepts and vocabulary. • Can gather and describe data and information about phenomena in their environment with extensive adult support.	• With limited adult support, uses some simple scientific vocabulary and concepts to describe observations. • Demonstrates a basic understanding of simple scientific processes and natural phenomena (e.g., the seasons, life cycle of animals, etc.) • Can gather and record data and information for their environment with moderate adult support.	• Demonstrates limited achievement of the expected conceptual knowledge and skills. • Demonstrates a consistent understanding of basic scientific processes and natural phenomena (e.g., the seasons, life cycle of animals, solar system, etc.) • Can gather information and data from their environment and/or scientific investigation. Records and describes that information in charts or graphs with limited adult support.
PS Level 1 _____	PS Level 2 __√__	PS Level 3 _____	PS Level 4 _____

Reliability Estimates for Science

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 __100____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

		Evidence Sources							Proficiency Ratings			
Social Studies Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student points in different directions when asked (i.e., North, South, East, West).									0	1	(2)	3
2	Student demonstrates directionality (i.e., up and down, left and right).									0	1	(2)	3
3	Student identifies several common community landmarks.									0	1	(2)	3
4	Student remembers and recognizes his or her home address.									0	1	2	(3)
5	Student participates appropriately during unexpected changes in daily routine (e.g., fire drill, tornado warning, and assembly).									0	1	2	(3)
6	Student identifies or chooses the appropriate clothing for different weather conditions.									0	1	2	(3)
7	Student recognizes and matches the name of the city/town/village, state, and country where he or she lives.									0	1	(2)	3
8	Student identifies systems that change their environment (e.g., air conditioners, heaters, fans).									0	1	(2)	3
9	Student produces examples of past, present, and future.									0	1	(2)	3
10	Student places events (from history or personal experience) on a timeline.									0	(1)	2	3
11	Student identifies if something is fair or unfair and explains his or her rationale.									0	1	(2)	3

		Evidence Sources							Proficiency Ratings			
	Social Studies Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
12	Student completes assigned jobs daily (at home or in the classroom)									0	1	(2)	3
13	Student recognizes and obeys school rules.									0	1	(2)	3
14	Student demonstrates an understanding of the basic rights of citizens (e.g., freedom of speech).									0	(1)	2	3
15	Student understands that positive and negative consequences result from our actions.									0	1	(2)	3
16	Student makes an appropriate choice among several options of behaving.	√	√		√					0	1	(2)	3
17	Student identifies the values of coins and currency for making purchases.	√			√		√			0	1	(2)	3
18	Student saves coins or tokens to purchase items or services that cost most than could be earned in one day.									0	(1)	2	3
19	Student demonstrates the ability to write a check or maintain a savings passbook.									0	1	2	(3)
20	Student names products that they use as part of their daily life.									0	1	(2)	3
21	Student identifies skills needed to complete a job at school.									0	(1)	2	3
22	Student identifies skills needed to complete a job in a local business or industry.									0	1	(2)	3
23	Student identifies activities or services (e.g., taxes, police protection) that promote the public good.									0	1	(2)	3

		Evidence Sources							Proficiency Ratings			
Social Studies Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
24	Student uses prior knowledge to complete tasks or activities.									0	1	(2)	3
25	Student describes his or her family traditions and celebrations.									0	1	(2)	3
26	Student describes community helpers (e.g., policeperson, nurse).	√	√				√			0	1	(2)	3
27	Student gives examples of laws and rules that people have to follow.									0	1	(2)	3
28	Student demonstrates an understanding of peer pressure and possible responses to that pressure.									0	1	(2)	3
29	Student describes how people help each other in times of trouble.									0	1	(2)	3

Social Studies Individualized Proficiency Total Raw Score:	**0 + 4 + 42 + 12 = [58]**

Overall Social Studies Performance Level Score Summary

After examining the WAA Performance Continuum for Social Studies below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Social Studies. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

Prerequisite Skill Level 1	Prerequisite Skill Level 2	Prerequisite Skill Level 3	Prerequisite Skill Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Social Studies. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Social Studies instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student demonstrates knowledge or performs skills in a limited number of settings.	Student demonstrates an emerging ability to understand and report Social Studies concepts. Student's understanding of knowledge and performance of skills in the Social Studies items is inconsistent and he or she may require assistance to demonstrate their learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Social Studies items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited understanding of the most elementary Social Studies concepts and skills.	• Demonstrates a basic understanding of some simple concepts and ideas from history, civics, geography and economics. • Can access basic information from maps, charts, and other visual representations with extensive adult support.	• Understands and can apply some basic conceptual knowledge and skills from history, civics, geography, and economics. • Can access basic information from maps, charts, and other visual representations with moderate adult support. • Can make and justify simple inferences (e.g., cause-and-effect, comparison/contrast) about Social Studies topics with moderate adult support.	• Consistently understands and applies basic conceptual knowledge and skills from history, civics, geography, and economics. • Can access information from maps, charts, and other visual representations with limited adult support. • Can make and justify simple inferences (e.g., cause-and-effect, comparison/contrast) about Social Studies topics with limited adult support.
PS Level 1 _____	PS Level 2 _____	PS Level 3 __√__	PS Level 4 _____

Reliability Estimates for Social Studies

A. **Only for all IEP-aligned items (criterion of 80% agreement)**
   Rater 1 and 2 __100____% agreement originally

   Rater 1 and 2 _____% agreement after review & discussion

B. **For Overall Performance Level (criterion of 100% agreement)**
   Rater 1 and 2 __100____% agreement originally

   Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

WAA FOR STUDENTS WITH DISABILITIES
PERFORMANCE SUMMARY REPORT

Student's Name: Robert **DOB:** 3/8/88 (Mo/Day/Yr) **Age:** 14

School: _____ **District:** _____ **Grade:** 8th

Sex: M **Race:** Caucasian **Disability:** CD; Down Syndrome

WAA Participation Checklist completed by IEP team: 2/23/02 (Mo/Day/Yr)

Assessment Period: 3/18/02 (Mo/Day/Yr) **to** 5/8/02 (Mo/Day/Yr)

Content Areas to be Assessed (check):

- √ **Reading**
- √ **Social Studies**
- √ **Mathematics**
- √ **Science**
- √ **Language Arts {Oral Language (4th and 8th grade only) and Writing}**

Rater(s): Brenda

Reliability Check: Becky (**Name of Person**) 5/12/02 (**Mo/Day/Yr**)

Overall Performance Level Score Summary

Directions: **Transfer the Overall Performance Level Scores from each of the separate content areas in which the student was assessed using the WAA. Place a check (√)** in the appropriate box in the table below to indicate the Prerequisite Skill Level that best characterizes the student's overall level of achievement in each assessed area. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

Subject:	Reading	Language	Math	Science	Social Studies	Oral Language	Writing
Prerequisite Skill Level 1							
Prerequisite Skill Level 2				√			
Prerequisite Skill Level 3	√	√	√		√	√	√
Prerequisite Skill Level 4							

Please complete this form and submit a copy of it to your District Assessment Coordinator by November 22, 2002.

Appendix 4:

Example Evidence Sources

If you would like a copy of the evidence for this student, contact Marge Schenk at

608/267-9176

or

marjorie.schenk@dpi.state.wi.us

The Case of April
and
The WAA for Students with Disabilities

Preface

In this case example, we illustrate the Wisconsin Alternate Assessment for Students with Disabilities (hereafter called the Wisconsin Alternate Assessment or WAA). The WAA is designed to assess the educational performance of students with disabilities who cannot meaningfully take all or part of the WKCE, WRCT, or local assessment of oral language even with accommodations. Most students who participate in the WAA typically are not working towards a regular high school diploma in the general curriculum. Their curriculum typically focuses on life skills as well as other knowledge and skills that are prerequisite to accessing the general education curriculum.

April is a 16-year-old, 10th grade student, with significant cognitive disabilities. This case illustration is based on an actual student whose mother consented to the case being used for training purposes. We gratefully acknowledge April's mother and teacher for their insight into the Wisconsin Alternate Assessment for Students with Disabilities.

Student Information

April is a 16-year-old, female student and is currently enrolled in a program for students with cognitive disabilities. She was born with Tuberous Sclerosis, a genetic neurological disorder affecting multiple organs and characterized by both epileptic seizures and varying degrees of mental retardation. The disorder is accompanied by benign tumors of the brain and frequent skin lesions. April also has a seizure disorder that is fairly well controlled. At this time, she has had two seizures within the past year. April has been receiving special education services since age 3. April is expected to exit school in the spring of 2004 because, at that point, she will age out of the public educational system.

April has never participated in a statewide assessment. Her skills are significantly lower than those of her peers. However, she continues to make educational progress. Testing completed in March 2001 indicated that her current IQ tested score was less than 40 on the Kaufman-Brief Intelligence Test and a Full Scale IQ of 45 on the WAIS-III. Her Academic Age Equivalents on the Woodcock Johnson III ranged from below 2 years to 5-9 years.

Current Instructional Plan and IEP

The following information has been summarized from April's IEP (see Appendix 1 at the end of this case report). April has many strengths. She enjoys traveling and likes to sing

along to country music. She is cooperative and always has a nice appearance. April enjoys one-on-one time with adults, but also likes to be part of a peer group. Gross motor skills are among her strengths as well as vocabulary and her ability to match. She responds well to verbal cues and is beginning to make choices. April learns routine tasks quickly. April's needs are best met in a one-to-one or small group setting, where modeling of skills and practice/repetition can occur. She is comfortable in a wide variety of environments.

Although April is very articulate when speaking, she often prefers to be a listener, infrequently initiating communication at school. She will gesture or use body language to show her intent to communicate. However, April has a difficult time expressing disappointment or frustration. She can benefit from structured language/communication practice, modeling, and visual cues to support her needs. April's skill level, as tested, is more developed than her functional use of communication. She often needs to be prompted in social situations. April enjoys doing social activities and responds well to verbal praise. She is hesitant to complete tasks without encouragement or a reassuring cue. April's response speed affects independence with school and work tasks. She needs assistance (physical, verbal, visual) to complete tasks of daily living.

In the classroom setting, April recognizes upper case letters and some functional words and numbers. She counts by rote, but is challenged with 1:1 correspondence beyond 3 on an independent basis. She prints her first name with 80% accuracy. April can benefit from further functional academic skill training to increase her independence.

April has beginning independent living and community skills and enjoys outings, however her safety and independence on these activities require instruction and practice. April is continuing to explore vocational options. She is currently setting tables for approximately 30 minutes a day at the American Lutheran Home. Increasing her exposure to a various work tasks and increasing time in task, leading to paid work is encouraged.

Instructional Accommodations

April currently uses several types of assistive technology including a touch screen with stylus, a slanted surface for writing or drawing, software programs to address response time and visual tracking, visual cues for sequencing calendar/ activities, adapted fork and knife, and a built up toothbrush handle.

April's curriculum addresses communication, functional daily living, and vocational skills enabling her to live and work in a supportive environment after completing school. Her current programming includes participation in a regular education Foods I class lab with a regular education student to support her, 1:1 job coaching on a job site at our local university, adapted physical education, consultative occupational therapy and speech/language therapy, special transportation, various components of assistive technology, school nursing services, as well as a self-contained classroom setting for functional academic, life skills, and communication skills (ratio of 1:3 or 1:4). Community experiences with the teacher are frequent. She has participated in an evening Very Special Arts choir this spring.

Criteria for Participation

To participate in the WAA for Students with Disabilities, April's IEP team had to complete the WAA participation checklist (see Appendix 2 at the end of this case report) to determine if she met four criteria individually for reading, language arts, mathematics, science, and social studies. Please note that a student may participate in the WAA for a content area (i.e., reading, language arts, math, science, or social studies) only if the IEP team concurs that a student meets all four criteria for the content area. In the case of April's IEP team, it was noted that the IEP included information on April's PLOEP in reference to the Wisconsin state content standards. In addition, the IEP team had a good working knowledge of the test format and what skills and knowledge are being measured by the state-wide assessments in the WKCE and the WRCT. Moreover, April's IEP team was knowledgeable of the state testing guidelines and use of appropriate testing accommodations, if necessary.

In April's case, the IEP team made a decision that she was unable to participate in any part of the regular assessment. Once her team made this decision, the WAA process began.

The Wisconsin Alternate Assessment for Students with Disabilities

April's IEP team participated in the completion of the WAA. The WAA process was systematic and comprehensive and for April, yielded recent representative and reliable results based on the professional judgment of her teacher in the CD program and her Speech and Language teacher. April's teacher completed the WAA because she has first-hand knowledge of her IEP objectives, educational curriculum, and knowledge and skills (see Appendix 3 at the end of this case report).

Step 1: In April's case, her teacher assessed all content domains. When completing the WAA the teacher identified items in each domain that aligned with April's IEP objectives. In this alignment process, the teacher was required to make professional judgments within the context of her knowledge of state academics standards. For April, please note that her IEP objectives (see Appendix 1 at the end of this case report) were not aligned with each item on the WAA. Nevertheless, the overall goal was to identify and assess in-depth specific knowledge and skills emphasized in the student's IEP objectives and those measured by the WAA.

Step 2: It can be observed that April's teacher aligned several items in the Language Arts and Mathematics domains, one item in the social studies domain, and no items in the Reading and science domains with her IEP. Once this alignment process occurred, she collected at least two forms of evidence for each of the items that were IEP-aligned. As can be observed on the rating scale, the evidence in many cases included video, digital photos, and in some cases interviews and work samples. The evidence sources that the teacher used were recent and representative of April's work. The WAA also required that another teacher or member of the IEP team review the evidence collected and that the two raters agree or are reliable. Please note that the two raters were able to obtain 100% agreement in all of the domains. Several sources of the evidence used to assess April's knowledge and skills are illustrated in Appendix 4 at the end of this case report.

Step 3: The common rubrics developed to assess the proficiency with which April demonstrated the knowledge and skills needed to accomplish each of the items in the content domains were used reliably. Note on the rating scale that the proficiency ratings within each content domain were summed and served as an Individualized Proficiency Score. For example in Language Arts, April's overall Individualized Proficiency Score was 24. This score is one indicator that allows April's IEP team, teachers, and parents to observe April's progress within the content domain. Her Individual Proficiency Scores for the other content areas are listed in Table 1 below.

Step 4: The WAA also involves a second score called the Overall Performance Level score (see Table 1). This information is reported to the state's office of educational accountability. In the case of each content domain, April's performance is summarized as either Prerequisite Skill level 1 (PS 1), Prerequisite Skill level 2 (PS 2), Prerequisite Skill level 3 (PS 3), or Prerequisite Skill level 4 (PS 4) (see Appendix 3 at the end of this case report). Again this score continuum is essentially a downward extension of the four performance levels (i.e. Minimal Performance, Basic, Proficient, and Advanced Proficient) that are used to describe performance on the WKCE. Thus, the four levels of prerequisite skills can be viewed as points along a normative developmental path towards grade level functioning in each content area. In April's case, her teacher reviewed the results of her item ratings within the Reading domain, and then used the content domain specific 4-point rubric at the end of the domain to rate April's Overall Performance Level as PS 2. Please note that in April's case, her Performance Level summary was PS 2 for each domain; this may or may not be the case for other students.

Step 5: Following completion of the Overall Performance Level score summary for each content area, the scores were transferred to the WAA Performance Summary Report (see Appendix 3, page 32 at the end of this case report). This page is submitted to the district assessment coordinator in late November and provides an Overall Performance Level score summary. April's overall summary scores are presented on page 41 of Appendix 3 at the end of this case report.

Table 1. April's Individual Proficiency and Overall Performance Level Scores

Content Area	Individual Proficiency Score	Overall Performance Level Score
Reading	18	2
Language Arts	24	2
Oral Language	22	2
Writing	2	2
Mathematics	22	2
Science	19	2
Social Studies	26	2

Summary and Conclusions

For April, the WAA provided an opportunity to have an alternate assessment that measured her progress towards meeting educational goals on state standards in a recent, representative, and reliable manner. April's mother received a report in the spring summarizing April's overall performance level scores for each content domain. April was included in school and state accountability reports. The ultimate purpose of the WAA is to provide students with significant disabilities an opportunity to participate. For April, full inclusion in the WAA guaranteed this process.

Appendix 1: IEP Goals, Objectives, Benchmarks

IEP Goal/ Objective	IEP Benchmarks
April will increase independence and response time in the areas of daily living as demonstrated through attainment of short-term objectives.	April will: 1. Brush all tooth surfaces independently on a daily basis. 2. Manipulate zippers and snaps independently. 3. Clean her glasses. 4. Cut her own food for lunch and snacks. 5. Spread soft spreads on crackers, bread, etc. 6. Brush all areas of her hair daily. 7. Wash/dry all surfaces of dishes used for preparing school snacks. 8. Maintain back posture throughout the school day in varying activities.
April will increase her accuracy and skill in Functional Academic Tasks, enabling her more opportunities at school, in the community, and at work as measured through the attainment of short-term objectives.	April will: 1. Point to each object while counting up to 15 with 90% accuracy. 2. Count out up to 10 items from a group with 90% accuracy. 3. Read numbers 0-25 with 90% accuracy. 4. Write numerals 0-9, from dictation, legibly. 5. Identify time to the hour with 90% accuracy. 6. State the day of the week and month of the year. 7. Print her first and last name legibly with a model. 8. Read functional community signs-at least 20- with 90% accuracy. 9. Use money in community outings—vending machines, simple snack purchases. 10. Have an awareness of time for school schedule—morning, afternoon, night. 11. Turn on computer and insert disk independently. 12. Identify quarters, dimes, nickels, pennies with 100% accuracy.
April will increase her functional communication skills in a structured task as well as in spontaneous, informal settings without verbal cues.	April will: 1. Use drawings, collages, pictures, and/or symbols to communicate feelings, directions, or messages. 2. Introduce herself, state personal information (full name, age, birthday, parents' names, school name) with 90% accuracy. 3. Initiate social greetings and leavings daily. 4. Use eye contact and adequate volume when exchanging communication. 5. Use social amenities without reminders (burping, passing gas, etc.) 6. Engage in conversation turn taking (at least 2 turns each). 7. Communicate needs and wants, and deal with disappointment with reduced frustration. 8. Use touch telephone to call her mother weekly 9. Comprehend concepts: top/bottom; little, small/big, long; same/ not the same, different; off/on; open/closed. 10. Be more assertive and make personal choices in social situations

April will increase her repertoire of work skills as well as length of time on task, fading staff support, to working without assistance for up to 30 minutes/session.	April will: 1. Participate in a community job task daily, up to 1 hour. 2. Notify teacher/supervisor when completed with a task. 3. Clean up her work area independently. 4. Participate to her ability on in-school job tasks: laminating, shredding, labeling, folding, snack shop, for up to 1 hour. 5. Demonstrate basic assembly/disassembly skills 6. Identify when, who, and how to ask for assistance. 7. Initiate work tasks and complete without verbal cues. 8. Increase her discrimination skills to allow April to inspect and correct her work.
April will demonstrate safety and greater independence in the areas of independent living/community as evidenced through attainment of short-term objectives listed below.	April will: 1. Demonstrate pedestrian safety when crossing streets and when in a parking lot. 2. Use picture cards to select grocery items. 3. Follow picture directions for simple cooking activities for at least 2 multi-step products. 4. Follow sanitation/safety rules when working with food, using the bathroom (close door, wash hands). 5. Order a single item independently for a restaurant or food stand. 6. Identify appropriate bathroom (i.e., men/women, boys/girls, etc.) for her personal use 75% of the time.
April will participate in recreational sports and activities. April will participate in lifetime sports.	April will: 1. Participate in individual sports with a peer or small group. 2. Participate in recreational sports or activities with a peer or small group. 3. Try new activities.

Appendix 2: Participation Checklist

WISCONSIN ALTERNATE ASSESSMENT PARTICIPATION CHECKLIST FOR STUDENTS WITH DISABILITIES

Student: April **Age:** 16 **Date:** 3/16/02

Teacher: Lavonne **School:** _____

IEP teams are responsible for deciding whether students with disabilities will participate in regular assessment programs (WKCE), with or without testing accommodations, or in the state's alternate assessment (WAA). To facilitate informed and equitable decision-making, IEP teams should address each of the following statements **for each of the content areas** when considering an alternate assessment. Check all that apply.

When the IEP team concurs that all four of the statements **below accurately characterize a student's current educational situation in a given content area, then an** alternate assessment **should be used to provide a meaningful evaluation of the student's current academic achievement in that content area. Content areas without four checks should be assessed using the regular assessment, with or without accommodations.**

Participation Criteria	*Reading*	*Language Arts*	*Math*	*Science*	*Social Studies*
1. The student's curriculum and daily instruction focuses on knowledge and skills significantly different from those represented by the state's content standards for students of the same chronological age.	√	√	√	√	√
2. The student's Present Level of Educational Performance (PLOEP) significantly impedes participation and completion of the general education curriculum even with significant program modifications.	√	√	√	√	√
3. The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.	√	√	√	√	√
4. The student's difficulty with the regular curriculum demands is primarily due to his/her disabilities, and not to excessive absences unrelated to the disability, or social, cultural or environmental factors.	√	√	√	√	√

ASSUMPTIONS:

- The IEP team has knowledge of the student's PLOEP in reference to the Wisconsin Model Academic Standards.
- The IEP team has working knowledge of the test format and what skills and knowledge are being measured by the statewide assessments such as WKCE and WRCT.
- The IEP team is knowledgeable of state testing guidelines and the use of appropriate testing accommodations.

Appendix 3:

Wisconsin Alternate Assessment for Students with Disabilities & WSAS Summary Score Report

Wisconsin Alternate Assessment for Students with Disabilities
Grades 4, 8, & 10

Student's Name: ___April_____DOB: _7/14/85_____ Age: __16_____
Mo/Day/Yr

School: _____District: _____ Grade: __10th_____

Sex: ___F_____ Race: _Caucasian_ Disability: _CD_____

WAA Participation Checklist completed by IEP team: __3/16/02_____
Mo/Day/Yr

Assessment Period: _4/22/02_____ to _5/2/02_____
Mo/Day/Yr Mo/Day/Yr

Content Areas to be Assessed (check):

√ Reading √ Social Studies

√ Mathematics √ Science

√ Language Arts {Oral Language (4th and 8th grade only) and Writing}

Rater(s): ___Lavonne_____

Reliability Check: __Wendy_____ _5/10/02_____
Name of Person Mo/Day/Yr

The Wisconsin Alternate Assessment for Students with Disabilities (WAA) is part of the Wisconsin Student Assessment System (WSAS) and is designed to assess the educational performance of students with disabilities who cannot meaningfully take the Wisconsin Knowledge and Concepts Exam (WKCE) even with accommodations. This assessment tool focuses on knowledge and skills that are aligned with the state of Wisconsin Model Academic Standards in reading, language arts (oral language & writing), mathematics, science, and social studies and considered to be prerequisite to the majority of content assessed by the WKCE test.

An individual or individuals who have first-hand knowledge of the student's IEP objectives, educational curriculum, and knowledge and skills should complete this assessment tool. The results of this assessment will be shared with the student's parents or guardian and also contribute to the educational accountability system for all students in the state. These results, however, are only part of the information needed to make important decisions about a student's educational progress and current level of functioning. For more information about the WAA, go to www.dpi.state.wi.us/dpi/dlsea/een/assessmt.html.

The WAA Evaluation Process: Required Steps, Guidelines, & Timeline

The WAA process is systematic and comprehensive, and when followed appropriately it yields recent, representative, and reliable results based on the professional judgments of educators. This assessment focuses on core prerequisite knowledge and skills in reading, language arts, mathematics, science, and social studies. Before the assessment process begins, however, a student's IEP team must complete an *Alternate Assessment Participation Checklist* to determine whether a student is eligible for an alternate assessment. Once it has been decided that a student will participate in the alternate assessment, the following 5-step process must be followed:

Step 1: Align WAA items with IEP Goals and Objectives or Benchmarks

Step 2: Collect Performance Evidence for Aligned Items

Step 3: Analyze and Rate Proficiency of All Items

Step 4: Summarize Ratings & Level of Performance

Step 5: Report Results

Key points to keep in mind when conducting an alternate assessment include:

- Aligning WAA items to a student's IEP goals and objectives or benchmarks requires professional judgments and an understanding of the state's academic standards. Not every IEP goal, objective, or benchmark will match or align with an item, but whenever reasonable, connections between items and objectives should be identified and assessed.

- Multiple forms of evidence must be collected and evaluated for each of the items that are aligned with an IEP goal, objective, or benchmark. Meaningful evidence of a student's knowledge and skills already exists in most classrooms and can be categorized as work samples, published tests, observations, interviews, videotapes/photos, or audiotapes.

- The assessment must be recent and the evidence collected must be representative of the student's typical work. Assessments must be completed by November 22, 2002.

- The student's ability to accomplish each of the items must be rated using a common scoring rubric. The ratings must be determined to be highly reliable or consistent with those of a second rater.

- Results of an alternate assessment must be summarized using a 4-level Prerequisite Skills (PS Levels) performance standard that places a student on a common developmental path that is referenced to the state's model academic standards and proficiency standards in each of the content domains.

- Finally, results must be reported to the state Office of Educational Accountability for purposes of monitoring progress and school-wide accountability. The student's parents/guardian will receive a summary report from the state in the spring.

Instructions for Completing the WAA Rating Scales

Please read the detailed instructions for completing WAA Rating Scales before assessing a student.

Complete Cover Page Information - Be sure to provide a complete description of the student, note the date the decision was made to participate in the WAA, and document the names of individuals involved in conducting the assessment and reliability checks.

Align Items with IEP Goals and Objectives or Benchmarks - After determining the content domains the student will be assessed in, the IEP team or its representatives should check (√) which of the WAA items align (or are very similar) with one or more of a student's IEP goals and objectives or benchmarks. The assessment results for checked items can provide valuable information about a student's progress on his/her IEP goals and objectives or benchmarks.

Collect Performance Evidence - For all the checked (√) items, you must collect classroom relevant information that provides evidence of how the student is performing. Typical categories of performance evidence include work samples, published test results, observations, and interviews with third parties, videos or photos, and audio tape recordings. All evidence should be recent (no more than 3 months old) and representative of the student's typical work. High quality assessments use multiple types of evidence. Please check (√) the categories of evidence that you collect and rate for each of the items. Two or more categories of evidence should be checked for all IEP-aligned items.

Analyze and Rate Proficiency - It is important that you analyze and rate the proficiency with which a student demonstrates the knowledge and skills needed to accomplish each of the alternate assessment items. Please use the scoring rubric below to rate the student's level of proficiency for ALL of the items in content areas to be assessed. Please take special note of the difference between a rating of Not Applicable (NA) and Non-existent (0). Items deemed NA should be checked (√), but not given a proficiency rating. All other items, regardless of whether they are IEP-aligned or not must be rated either as Non-Existent, Emerging, Developing/Developed, or Proficient/Generalized. Circle the rating that best characterizes a student's current functioning. Please DO NOT SKIP any items.

Proficiency Rating	Rating Criteria
√ = Not Applicable	The IEP team has determined the item is not relevant to the student's educational needs. It is possible that the knowledge and skills required by the item may never develop even if time and effective instruction is provided. No instructional opportunities are consistently provided or supported.
0 = Non-existent	Student is unable to perform any part of a skill or demonstrate any knowledge without full physical prompting in a highly structured setting. However, it is realistic that the knowledge and skills are relevant to the student's educational needs and that some part of the knowledge and skill may develop given time and effective instruction.
1 = Emerging	Student can respond to some part of the knowledge and skills required by the item given physical, verbal, visual, or any other full assistance. The student may take a long time to respond but will indicate some attempt whether correct or incorrect in a limited number of settings.
2 = Developing/ Developed	Student is in a stage of fluency building. Performance may be seen as somewhat inconsistent but ranges generally between 25-75% of the time with some assistance in several settings. If there has been instruction, the student has made noticeable gains in acquiring and applying the knowledge and skills required of the item.
3 = Proficient/ Generalized	Student is able to maintain the knowledge and skills required by the item and generalize without assistance or prompting on a regular basis. The student routinely performs the skill in a variety of settings with familiar instructions, materials, or individuals; however, the level of the skill is comparable to non-disabled students in a grade significantly different from his/her age-mates. The student requires little or no supervision in accurately demonstrating the knowledge and skills.

Summarize Proficiency Ratings & Performance Level Scores - There are two types of Summary Scores for each WAA content domain: Individualized Proficiency Scores and Overall Performance Level Scores. Once you have completed the rating of all items for a given content domain, you

should determine the Individualized Proficiency Score for the domain (or subdomain in the case of Language Arts) by totaling the individual ratings for all items in a content domain. DO NOT include items that you declared NA.

To determine a student's Overall Performance Level Score for a content area, review the results of your ratings for the content area and select the performance level descriptor from the content area developmental continuum. There are no Individualized Proficiency cut-scores that must be used to determine an Overall Performance Level. Each content area has a 4-level, criterion-referenced, developmental continuum that characterizes performance of knowledge and skills along the path toward functioning at or near grade level in the regular curriculum. Thus, for each content area assessed, a student's performance is summarized as Prerequisite Skill Level 1, Prerequisite Skill Level 2, Prerequisite Skill Level 3, or Prerequisite Skill Level 4. The Reading Performance Continuum is illustrated below. Each of the other performance continua uses similar criteria to describe different levels of functioning prerequisite to the regular curriculum. The performance continuum for each content area appears at the conclusion of each rating scale.

Reading Performance Continuum

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in reading. He or she is unable to perform simple skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to reading instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some simple reading skills in a limited number of settings.	Student demonstrates an emerging ability to decode and comprehend text. Student's understanding of basic concepts and performance of most reading skills is inconsistent and he or she requires moderate support to demonstrate his or her learning.	Student demonstrates a consistent understanding of the basic concepts and skills contained in the reading items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.

All summary scores must be determined to be reliable. To estimate the reliability of the ratings of the WAA, a second rater who knows the student should complete a rating of the IEP-aligned items after he/she examines the collected evidence. An agreement of 80% of the individual item ratings in each domain must be achieved before an Individualized Proficiency Score is reportable. Once high agreement has been achieved for the aligned items, the two raters should compare the Overall Performance Levels Scores they selected to best represent the student's level of functioning. An agreement between raters of 100% is needed before an Overall Performance Level Score is reportable. Methods for adjudicating differences between the original and second rater are described in the *WAA for Students with Disabilities Administration Guidebook.*

Report Results - Once the results of the WAA are determined to be reliable, they are ready to be reported. For purposes of inclusion in the WSAS and statewide accountability, a *WAA Performance Report Summary* form must be completed and submitted by November 22, 2002. A student's parents or guardian will receive a report explaining and summarizing the Overall Performance Level Scores for each domain.

		Evidence Sources							Proficiency Ratings			
Reading Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1= Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student matches printed words to objects.									0	1	2	3
2	Student uses pictures for context clues.									0	1	2	3
3	Student reads short notes and follows written directions.								√	0	1	2	3
4	Student reads class schedule and printed directions orally.								√	0	1	2	3
5	Student makes new words based on word families (e.g., mat, bat).								√	0	1	2	3
6	Student matches letter and sounds, and can point to letter when appropriate sound is produced.									0	1	2	3
7	Student demonstrates understanding of new words or passages by making connections with personal experience via speech, writing, signs, or assistive device.								√	0	1	2	3
8	Student can find information related to a personal issue from a source like a newspaper or phone book.								√	0	1	2	3
9	Student can answer who, what, and where questions about a story.									0	1	2	3
10	Student can identify beginning, middle, and end of a story.									0	1	2	3
11	Student attends while teacher reads.									0	1	2	3
12	Student asks relevant questions about what he/she has heard read to them.									0	1	2	3
13	Student can answer "how" and "why" questions.									0	1	2	3

		Evidence Sources							Proficiency Ratings			
	Reading Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1= Emerging	2=Developing/ Developed	3=Proficient/ Generalized
14	Student can answer appropriately with head nods or verbally to comprehension questions.									0	1	(2)	3
15	Student can predict events from what they read or hear read.									0	(1)	2	3
16	Student can judge actions of characters in stories.									0	(1)	2	3
17	Student can match pictures and words that depict emotions such as happy, sad, or angry.									0	1	(2)	3
18	Student can sequence main parts of a story via pictures or oral report.								√	0	1	2	3
19	Student can state reasons why something he/she has read or heard is factual or fiction.								√	0	1	2	3
20	Student demonstrates comprehension of safety words, symbols, or pictures.									0	(1)	2	3
21	Student can match words to common pictures in school and community settings.									0	(1)	2	3
22	Student will locate personal information when it is present.									0	(1)	2	3
23	Student can retell information taken from printed materials.								√	0	1	2	3

Reading Individualized Proficiency Total Raw Score:	**0 +12 + 6 + 0 = [18]**

Overall Reading Performance Level Score Summary

After examining the WAA Performance Continuum for reading below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in reading. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in reading. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to reading instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some skills in a limited number of settings.	Student demonstrates an emerging ability to decode and comprehend text. Student's understanding of concepts and performance of most skills in the items is inconsistent and he or she requires moderate support to demonstrate his or her learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the reading items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited understanding of the most basic reading concepts and skills.	• Attends and responds to texts that are read to him or her by an adult or peer. • Notices pictures in text and uses them to make inferences and predictions. • Recognizes some words in their environment and/or basic texts.	• Attends to and demonstrates understanding of texts that are read to them by an adult or peer. • Can read basic texts with moderate adult support. • Demonstrates an expanded sight vocabulary and phonological skills.	• Attends to and demonstrates understanding of texts that are read to them by an adult or peer. • Uses an expanded sight vocabulary and phonological skills to read unfamiliar texts with limited adult support. • Can make connections between information in a text and previously read materials or life experiences. • Uses basic graphic organizers with adult support.
PS Level 1 _____	**PS Level 2** __√__	**PS Level 3** _____	**PS Level 4** _____

Reliability Estimates for Reading

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

		Evidence Sources							Proficiency Ratings			
Language Arts Items (Oral Language & Writing)		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1= Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student communicates feelings and needs in printed or pictorial form.									0	1	(2)	3
2	Student can point to a picture or name an action of a given object or person.									0	1	(2)	3
3	Student uses appropriate body or facial gestures to communicate a need, interest, or choice.									0	1	(2)	3
4	Student initiates communication regarding personal or survival needs.	√				√	√			0	1	(2)	3
5	Student repeats or paraphrases messages, upon request.									0	(1)	2	3
6	Student uses appropriate volume and tone when talking to others.	√				√	√			0	1	(2)	3
7	Student can ask questions related to topic, objects, and events.									0	(1)	2	3
8	Student can attend and listen to others without interrupting.									0	1	(2)	3
9	Student can follow directions and instructions.									0	(1)	2	3
10	Student meets people with brief oral greeting.									0	1	(2)	3
11	Student can conduct a short interview or obtain information by phone.								√	0	1	2	3
12	Student takes turns and responds appropriately to people.									0	(1)	2	3
13	Student can take part in 2-way conversation using written, verbal, or an assisted mode.	√				√	√			0	1	(2)	3
14	Student interacts with others who have the same language.									0	1	(2)	3
15	Student recognizes the source of message and can evaluate its purpose.								√	0	1	2	3

		Evidence Sources							Proficiency Ratings			
Language Arts Items (Oral Language & Writing)		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	N/A=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
16	Student can present information using pictures and other media on a topic he/she has researched.								√	0	1	2	3
17	Student can record a message on an answering machine.									0	1	2	3
Language Arts/Oral Language Subscale Raw Score: Total										**0 + 4 + 18 + 0 = [22]**			
18	Student uses a variety of tools to communicate in a written form.									0	1	2	3
19	Student writes notes to peers, parents, and others.								√	0	1	2	3
20	Student can correct or revise his/her written work.								√	0	1	2	3
21	Student correctly uses punctuation marks.								√	0	1	2	3
22	Student uses capital letters correctly for people's names and at the beginning of sentences.								√	0	1	2	3
23	Student can use a dictionary or word bank to learn new words.								√	0	1	2	3
24	Student can use a computer, Alpha Smart or other tools to take notes.								√	0	1	2	3
25	Student can identify a topic of interest and gather information about it.									0	1	2	3
26	Student can use information he/she has collected to answer a question.								√	0	1	2	3
Language Arts/Writing Subscale Raw Score: Total										**0 + 2 + 0 + 0 = [2]**			

Oral Language Subscale Total Score [22] + Writing Subscale Total Score [2] =

Language Arts Individualized Proficiency Total Raw Score [24]

Oral Language Performance Level Score Summary (4th and 8th grade only)

After examining the WAA Performance for Oral Language (items 1-17) and the Performance Continuum below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Oral Language.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite knowledge and skills in Oral Language. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Oral Language instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some oral language skills in a limited number of settings.	Student demonstrates an emerging ability to communicate ideas verbally or with assistive technology. Student's understanding of concepts and performance of most skills is inconsistent and he or she requires moderate support to demonstrate his or her oral language abilities.	Student demonstrates a consistent understanding of the concepts and skills contained in the Oral Language items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her oral language abilities.
• Demonstrates a very limited ability to express his or her ideas or personal needs verbally or through the use of assistive technology with extensive support from adults.	• Can communicate personal wants, needs, and opinions verbally or through the use of assistive technology. • Student demonstrates understanding of basic verbal instructions.	• Listens to others, participates in discussions, and effectively expresses his or her opinions, ideas, and feelings using words or assistive technology. • Can provide short responses to questions and retell simple stories with moderate support from adults or peers. • Student can understand more complex verbal instructions and apply that understanding to complete multi-step tasks.	• Successfully participates in class discussion, group work, and unstructured social interactions with minimal adult support. • Student can give short oral reports or presentations to his or her classmates with minimal adult support. • Student can comprehend and summarize the content a short oral presentation, story, or play.
PS Level 1 _____	PS Level 2 __√__	PS Level 3 _____	PS Level 4 _____

Reliability Estimates for Oral Language (4th and 8th grade only)

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Writing Performance Level Score Summary

After examining the WAA Performance for Writing (items 18-26) and the Performance Continuum below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Writing.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite knowledge and skills in Writing. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Writing instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some writing skills in a limited number of settings.	Student demonstrates an emerging ability to communicate ideas in writing. Student's understanding of concepts and performance of most skills is inconsistent and he or she requires moderate support to demonstrate his or her writing ability.	Student demonstrates a consistent understanding of the concepts and skills contained in Writing items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her writing ability.
• Demonstrates very limited ability to express himself or herself in writing with extensive support from adults.	• Uses drawings, pictures, symbols, and some written words to express ideas and feelings with extensive adult support. • Demonstrates a limited understanding of basic sentence structure and grammar.	• Writes or types simple short responses and stories with moderate support from adults or peers. • Demonstrates an emerging understanding of basic sentence structure and grammar, but applies this knowledge inconsistently in his or her writing work.	• Writes or types simple stories, journal entries, and letters with minimal support. • Edits work for capitalization at the beginning of sentences, basic punctuation (e.g., periods at the end of sentences), and spelling of high frequency words.
PS Level 1 _____	PS Level 2 __√__	PS Level 3 _____	PS Level 4 _____

Reliability Estimates for Writing

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 __NA____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 __100____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

Overall Language Performance Level Score Summary

After examining the WAA Performance Continuum for Language Arts below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Language Arts. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Language Arts. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Language Arts instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some skills in a limited number of settings.	Student demonstrates an emerging ability to communicate ideas verbally or in writing. Student's understanding of concepts and performance of most skills in the items is inconsistent and he or she requires moderate support to demonstrate his or her learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Language Arts items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited ability to express him or herself in writing with extensive support from adults.	• Can communicate personal wants, needs, and opinions verbally or through the use of assistive technology. • Uses drawings, pictures, symbols, and some written words to express ideas and feelings with extensive adult support.	• Listens to others, participates in discussions, and effectively expresses his or her opinions, ideas, and feelings using words or assistive technology. • Writes or types simple short responses and stories with moderate support from adults or peers.	• Successfully participates in class discussion, group work, and unstructured social interactions with minimal adult support. • Writes or types simple stories, journal entries, and letters with minimal support. • Edits his or her work for capitalization at the beginning of sentences, basic punctuation (e.g., periods at the end of sentences), and spelling of high frequency words.
PS Level 1 _____	**PS Level 2** ____√____	**PS Level** 3 _____	**PS Level 4** _____

Reliability Estimates for Language Arts

B. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 __100____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

C. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 __100____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

		Evidence Sources							Proficiency Ratings				
Mathematics Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student is able to recognize that there is a difference in patterns when presented with a task.									0	(1)	2	3
2	Student is able to respond to math ideas using appropriate vocabulary.								√	0	1	2	3
3	Student is able to use simple number concepts accurately.									0	(1)	2	3
4	Student is able to integrate simple math operation into real life activities.									0	(1)	2	3
5	Student is able to explain a correct solution to an everyday math problem.									0	(1)	2	3
6	Student will accurately identify numerals 1-10.									0	1	2	(3)
7	Student will accurately recognize place value of hundreds, tens and ones column.								√	0	1	2	3
8	Student will accurately list three whole numbers in proper numerical order.									0	(1)	2	3
9	Student will read numbers with 2 and 3 digits accurately.									0	(1)	2	3
10	Student will write numbers accurately in a variety of contexts.	√	√				√			0	(1)	2	3
11	When engaged in problem solving, student will use a calculator, or concrete objects to add and subtract a number of items.									(0)	1	2	3

		Evidence Sources							Proficiency Ratings				
Mathematics Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
12	Student uses fractions appropriately.								√	0	1	2	3
13	Student uses money appropriately in real- life activities.	√				√	√			0	(1)	2	3
14	Student accurately identifies basic shapes.									0	1	(2)	3
15	Student accurately sorts basic shapes into groups.									0	1	2	(3)
16	Student is able to accurately identify location terms (i.e., next to, between, over, under).									0	(1)	2	3
17	Student is able to identify correct units of basic measurements.								√	0	1	2	3
18	Student demonstrates an accurate understanding of basic measurement concepts.								√	0	1	2	3
19	Student is able to estimate measurements of size, height, and weight.								√	0	1	2	3
20	Student is able to tell time with some type of time-keeping device.									0	(1)	2	3
21	Student is able to measure accurately with a ruler, tape measure, or yardstick.								√	0	1	2	3
22	Student demonstrates an accurate understanding of basic temperature concepts.									0	(1)	2	3
23	Student is able to accurately measure fluids in a variety of natural contexts.									0	(1)	2	3

		Evidence Sources							Proficiency Ratings			
Mathematics Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
24	Student is able to read and interpret a graph, table, or chart.							√		0	1	2	3
25	Student is able to accurately use 1-1 correspondence.	√	√				√			0	1	(2)	3
26	Student is able to correctly use symbols and vocabulary of addition and subtraction.							√		0	1	2	3
27	Student is able to use the vocabulary of "equal' or 'same as" in an appropriate context.							√		0	1	2	3
28	Student is able to correctly use symbols and vocabulary of multiplication and division.							√		0	1	2	3
29	Student is able to accurately distinguish between the concepts of more or less in an appropriate context.									0	(1)	2	3

Mathematics Individualized Proficiency Total Raw Score:	**0 + 13 + 4 + 6 = [23]**

Overall Mathematics Performance Level Score Summary

After examining the WAA Performance Continuum for Mathematics below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Mathematics. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Mathematics. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Mathematics instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student demonstrates knowledge or performs skills in a limited number of settings.	Student demonstrates an emerging ability to perform mathematical operations and solve problems. Student's understanding of concepts and performance of skills in the Mathematics items is inconsistent and he or she may require assistance to demonstrate their learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Mathematics items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited understanding of the most elementary numerical and mathematical concepts.	• Demonstrates a basic understanding of numbers and counting (e.g., one-to-one correspondence) • Can perform simple calculations with extensive adult support. • Can differentiate between objects by size, color, and shape.	• Can independently identify and use numbers. • Can perform simple calculations with some adult support. • Recognizes and labels some shapes. • Can use measurement tools with adult support.	• Limited achievement of expected conceptual knowledge and skills. • Can perform basic calculations independently. • Consistently recognizes and describes shapes. • Can use some measurement tools independently.
PS Level 1 _____	**PS Level 2** __√__	**PS Level 3** _____	**PS Level 4** _____

Reliability Estimates for Mathematics

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 __100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

		Evidence Sources							Proficiency Ratings				
	Science Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student identifies content in the context of science lesson or investigation.									0	(1)	2	3
2	Student connects science instruction to previous instruction and/or personal experiences.								√	0	1	2	3
3	Student is able to detect, or describe change in their environment.									0	(1)	2	3
4	Student will use encyclopedia, sourcebooks, texts, computers, teachers, parents, other adults, journals, popular press, and various other resources to identify vocabulary and pictures from science units.									0	(1)	2	3
5	Student will use texts, real objects, and experience to answer questions regarding science units.									0	(1)	2	3
6	Student uses vocabulary and content from science instruction to ask questions, make observations, make predictions, or offer explanations.								√	0	1	2	3
7	Student participates in "hands-on" science investigations, using a variety of materials (science equipment, media, and computers) safely.									0	(1)	2	3
8	In the context of science investigations, student collects data.								√	0	1	2	3
9	Student communicates results of investigations in ways his or her audience will understand.								√	0	1	2	3

		Evidence Sources							Proficiency Ratings			
Science Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
10	Student will demonstrate understanding of cause and effect.									0	1	(2)	3
11	Student demonstrates understanding that objects are made of various substances.									0	(1)	2	3
12	Student classifies/sorts objects or pictures of objects according to similar properties (e.g., size, color shape, etc…).									0	1	(2)	3
13	Student observes or describes changes in form, temperature, color, speed, or direction of objects.									0	(1)	2	3
14	Student describes major land and water masses of the earth (e.g., oceans, mountains, etc…).									0	(1)	2	3
15	Student identifies weather commonly occurring in Wisconsin.									0	(1)	2	3
16	Student observes and record seasonal and daily weather changes in his or her community.								√	0	1	2	3
17	Student describes how organisms meet their basic needs for water, nutrients, protection, and energy in order to survive.								√	0	1	2	3
18	Student demonstrates an understanding of the ways that organisms grow through life stages.								√	0		2	3

		Evidence Sources							Proficiency Ratings				
	Science Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
19	Student identifies the technology used by someone employed in a job or position in Wisconsin and explains how it is used.								√	0	1	2	3
20	Student identifies simple machines in his or her environment.									0	1	(2)	3
21	Student describes the technology he or she uses and its benefits.								√	0	1	2	3
22	Student demonstrates understanding that substances can exist in different states- solid, liquid, or gas.									0	(1)	2	3
23	Student will identify the stars, moon, and sun.									0	1	2	(3)
24	Student demonstrates an understanding of how science can help and can cause problems in his or her environment.								√	0	1	2	3

Science Individualized Proficiency Total Raw Score:	**0 + 10 + 6 + 3 = [19]**

Overall Science Performance Level Score Summary

After examining the WAA Performance Continuum for Science below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Science. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Science. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Science instruction and participates in investigations with extensive support (e.g., physical, verbal, or gestural or assistance). Student responds or performs some skills in a limited number of settings.	Student demonstrates an emerging ability to observe, record, classify and report scientific concepts and phenomena. Student's understanding of concepts and performance of skills in the items is inconsistent and he or she may require assistance to demonstrate his or her learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Science items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates a very limited understanding of the most elementary scientific concepts.	• Demonstrates a basic understanding of simple science concepts and vocabulary. • Can gather and describe data and information about phenomena in their environment with extensive adult support.	• With limited adult support, uses some simple scientific vocabulary and concepts to describe observations. • Demonstrates a basic understanding of simple scientific processes and natural phenomena (e.g., the seasons, life cycle of animals, etc.) • Can gather and record data and information for their environment with moderate adult support.	• Demonstrates limited achievement of the expected conceptual knowledge and skills. • Demonstrates a consistent understanding of basic scientific processes and natural phenomena (e.g., the seasons, life cycle of animals, solar system, etc.) • Can gather information and data from their environment and/or scientific investigation. Records and describes that information in charts or graphs with limited adult support.
PS Level 1 _____	**PS Level 2** __√__	**PS Level 3** _____	**PS Level 4** _____

Reliability Estimates for Science

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 ___100___% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 __100____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

		Evidence Sources							Proficiency Ratings				
	Social Studies Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student points in different directions when asked (i.e., North, South, East, West).								√	0	1	2	3
2	Student demonstrates directionality (i.e., up and down, left and right).									0	(1)	2	3
3	Student identifies several common community landmarks.									0	1	(2)	3
4	Student remembers and recognizes his or her home address.									0	(1)	2	3
5	Student participates appropriately during unexpected changes in daily routine (e.g., fire drill, tornado warning, and assembly).									0	1	(2)	3
6	Student identifies or chooses the appropriate clothing for different weather conditions.									0	(1)	2	3
7	Student recognizes and matches the name of the city/town/village, state, and country where he or she lives.									0	(1)	2	3
8	Student identifies systems that change their environment (e.g., air conditioners, heaters, fans).									0	(1)	2	3
9	Student produces examples of past, present, and future.								√	0	1	2	3
10	Student places events (from history or personal experience) on a timeline.								√	0	1	2	3
11	Student identifies if something is fair or unfair and explains his or her rationale.								√	0	1	2	3

		Evidence Sources							Proficiency Ratings				
	Social Studies Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
12	Student completes assigned jobs daily (at home or in the classroom)	√				√	√			0	1	(2)	3
13	Student recognizes and obeys school rules.									0	(1)	2	3
14	Student demonstrates an understanding of the basic rights of citizens (e.g., freedom of speech).								√	0	1	2	3
15	Student understands that positive and negative consequences result from our actions.									0	(1)	2	3
16	Student makes an appropriate choice among several options of behaving.									0	(1)	2	3
17	Student identifies the values of coins and currency for making purchases.									0	(1)	2	3
18	Student saves coins or tokens to purchase items or services that cost most than could be earned in one day.									0	(1)	2	3
19	Student demonstrates the ability to write a check or maintain a savings passbook.								√	0	1	2	3
20	Student names products that they use as part of their daily life.									0	1	(2)	3
21	Student identifies skills needed to complete a job at school.									0	(1)	2	3
22	Student identifies skills needed to complete a job in a local business or industry.								√	0	1	2	3
23	Student identifies activities or services (e.g., taxes, police protection) that promote the public good.									0	(1)	2	3

		Evidence Sources							Proficiency Ratings			
Social Studies Items		IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
24	Student uses prior knowledge to complete tasks or activities.									0	1	(2)	3
25	Student describes his or her family traditions and celebrations.									0	1	(2)	3
26	Student describes community helpers (e.g., policeperson, nurse).									0	(1)	2	3
27	Student gives examples of laws and rules that people have to follow.								√	0	1	2	3
28	Student demonstrates an understanding of peer pressure and possible responses to that pressure.								√	0	1	2	3
29	Student describes how people help each other in times of trouble.									0	(1)	2	3

Social Studies Individualized Proficiency Total Raw Score:	**0 + 14 + 12 + 0 = [26]**

Overall Social Studies Performance Level Score Summary

After examining the WAA Performance Continuum for Social Studies below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Social Studies. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Social Studies. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Social Studies instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student demonstrates knowledge or performs skills in a limited number of settings.	Student demonstrates an emerging ability to understand and report Social Studies concepts. Student's understanding of knowledge and performance of skills in the Social Studies items is inconsistent and he or she may require assistance to demonstrate their learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Social Studies items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited understanding of the most elementary Social Studies concepts and skills.	• Demonstrates a basic understanding of some simple concepts and ideas from history, civics, geography and economics. • Can access basic information from maps, charts, and other visual representations with extensive adult support.	• Understands and can apply some basic conceptual knowledge and skills from history, civics, geography, and economics. • Can access basic information from maps, charts, and other visual representations with moderate adult support. • Can make and justify simple inferences (e.g., cause-and-effect, comparison/contrast) about Social Studies topics with moderate adult support.	• Consistently understands and applies basic conceptual knowledge and skills from history, civics, geography, and economics. • Can access information from maps, charts, and other visual representations with limited adult support. • Can make and justify simple inferences (e.g., cause-and-effect, comparison/contrast) about Social Studies topics with limited adult support.
PS Level 1 _____	**PS Level 2** __√__	**PS Level 3** _____	**PS Level 4** _____

Reliability Estimates for Social Studies

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 __100____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 __100____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

WAA FOR STUDENTS WITH DISABILITIES
PERFORMANCE SUMMARY REPORT

Student's Name: April **DOB:** 7/14/85 (Mo/Day/Yr) **Age:** 16

School: _____ **District:** _____ **Grade:** 10th

Sex: F **Race:** Caucasian **Disability:** CD

WAA Participation Checklist completed by IEP team: 3/16/02 (Mo/Day/Yr)

Assessment Period: 4/22/02 (Mo/Day/Yr) **to** 5/2/02 (Mo/Day/Yr)

Content Areas to be Assessed (check):

- √ **Reading**
- √ **Social Studies**
- √ **Mathematics**
- √ **Science**
- √ **Language Arts {Oral Language (4th and 8th grade only) and Writing}**

Rater(s):
Lavonne

Reliability Check: Wendy (**Name of Person**) 5/10/02 (**Mo/Day/Yr**)

Overall Performance Level Score Summary

Directions: Transfer the Overall Performance Level Scores from each of the separate content areas in which the student was assessed using the WAA. Place a check (√) in the appropriate box in the table below to indicate the Prerequisite Skill Level that best characterizes the student's overall level of achievement in each assessed area. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

Subject:	Reading	Language	Math	Science	Social Studies	Oral Language	Writing
Prerequisite Skill Level 1							
Prerequisite Skill Level 2	√	√	√	√	√	√	√
Prerequisite Skill Level 3							
Prerequisite Skill Level 4							

Please complete this form and submit a copy of it to your District Assessment Coordinator by November 22, 2002.

Appendix 4:

Example Evidence Sources

If you would like a copy of the evidence for this student, contact Marge Schenk at

608/267-9176

or

marjorie.schenk@dpi.state.wi.us

WISCONSIN ALTERNATE ASSESSMENT (WAA)
for Students with Disabilities

FREQUENTLY ASKED QUESTIONS

1. Why do we need to conduct an alternate assessment?

- The Individuals with Disabilities Education Act Amendments of 1997 (IDEA '97) requires that all students with disabilities participate in state and district-wide assessments. If students are unable to participate in regular assessments, an alternate assessment must be conducted.
- The Wisconsin Alternate Assessment (WAA) for Students with Disabilities was designed to assure that every student is counted in the state's accountability system, even those students with more significant disabilities. In the past, these students had not been assessed at the same rate as their peers without disabilities. Presently, our inclusive Wisconsin accountability system guides educators to hold high expectations for all students in our schools.

2. What is the purpose of the WAA?

The purpose of the Wisconsin Alternate Assessment is

- to measure the progress of a small percentage of students with significant disabilities for whom the state and district-wide assessments are inappropriate even with accommodations,
- to ensure that the educational progress of those students is included in the accountability systems at the individual, school, district, and state levels, and
- to provide data for meeting state and Federal requirements.

3. Who decides whether or not a student with disability participates in the WAA?

- The IEP team makes this determination. The decision is made at the IEP team meeting within one year of the time the student would be scheduled to participate in the state and district-wide assessment program.

4. How do we determine if a student is eligible for the WAA?

- To determine whether a student is eligible to participate in the WAA, the IEP team must first complete the WAA Participation Checklist. The IEP team must agree that the student meets the following four criteria for each of the five content areas (i.e., reading, language arts (oral language & writing), math, science, and social studies). If the IEP team answers "Yes" to each of the four criteria in a given content area, the student is eligible to participate in the WAA for that area.

- The student's curriculum and daily instruction focuses on knowledge and skills significantly different from those represented by the state's content standards for students of the same chronological age.
- The student's Present Level of Educational Performance (PLOEP) significantly impedes participation and completion of the general education curriculum even with significant program modifications.
- The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.
- The student's difficulty with the regular curriculum demands is primarily due to his/her disability and not to excessive absences unrelated to the disability, or social, cultural, or environmental factors.

5. Can a student be allowed to participate in both the state-wide tests and the WAA?

- Yes. For example, a student may take the WKCE science and social studies content tests, but participate in the WAA for the reading, language arts (oral language & writing), and math content areas.

6. If a student participates in the WAA, how is it addressed on the IEP?

- The IEP must indicate why the state and district-wide assessments are not appropriate for the student even with accommodations and how the student will be assessed. The IEP team must check the content areas that will be assessed through the WAA.

7. Who administers the WAA?

- There should be two raters. Both should be familiar with the student and with the student's programs, instruction, and response style. The raters might include regular or special education teachers or related service providers.
- The second rater's role is to review the collected evidence, in an objective manner, and provide a reliable check on the scores and performance level given to a student. It is important that the first and second raters do not have any detailed conversations about the assessment so it remains a fair and unbiased process. If the two raters cannot reach 80% inter-rater reliability on the individual item ratings in each content domain summary scores, they should discuss why there is a disagreement about a score. For example, there may be some piece of information that needs to be clarified between the raters. If there is still no agreement after this discussion, then additional evidence should be collected or a third rater should rate the student's evidence.

8. Can existing pieces of evidence be used for the WAA?

- Yes, if they are recent and representative of the student's functioning. In fact, most of the evidence used to document a student's knowledge and skills should be from work samples, classroom observations, and other classroom products such as videos or

audiotapes. They may be used as long as the evidence is no more than three months old and is considered to be representative of the student's current achievement.

9. Should a student's IEP goals and objectives be aligned to the Wisconsin Model Academic Standards?

- Not necessarily. The IEP includes the special education services that allow students with disabilities to access the general education curriculum and to meet the state's academic standards that apply to other students. The IEP must also address the other needs of the student, and therefore, the degree to which the student's IEP's goals, objectives or benchmarks are aligned with Wisconsin Model Academic Standards will differ according to the individual student's needs.

10. How much time will it take to conduct the WAA?

- The amount of time will typically range from 2 to 2 ½ hours. The time devoted to the WAA process will depend on several variables including how familiar a teacher is with the content areas, knowledge and skills, and the kind of evidence that is typically collected for these areas. As each teacher becomes more familiar with the WAA, the process will become more time-efficient.

11. How valid are the student results from the WAA?

- The WAA Rating Scale was developed according to professional test development standards that included establishing the technical and statistical soundness of the assessment device.

12. What is the WAA testing window?

- The WKCE testing window for the 2002-2003 school year is November 6 to 22, 2002. The WAA can be completed and evidence collected to support ratings any time after school begins and up until November 22. At the end of the testing window, the WAA Performance Summary Report is given to the District Assessment Coordinator.

13. How are the WAA results used?

- The WAA rating scale scores from each content area are useful at the local level when discussing with parents and other IEP team members the student's performance and how scores are linked to the child's current IEP goals, objectives or benchmarks and to the general education curriculum.
- The Overall Performance Level information (i.e., Prerequisite Skill Levels 1, 2, 3, or 4) for each content area is critical with regard to school level accountability data. The WAA results are integrated with the WKCE results of students in the same school, disclosing information about the percentage of students performing at the Proficient Level and an Adequate Yearly Progress (AYP) index.

14. What information is reported to the state, district, and parent?

- The WAA Performance Summary Report (the last page of the WAA Rating Scale) must be submitted at the same time the assessment booklets for other WSAS tests are submitted. This information is summarized and a final report is mailed to parents or guardians of students with disabilities.

15. What happens to the WAA Rating Scales and evidence collected for each student?

- It is up to the district to decide how they want to store and maintain the WAA student evidence. The rating scales and collected evidence used to support the ratings of students knowledge and skills should be part of a student's permanent file and kept by the district for five years.

16. Where can individuals learn more about the WAA for Students with Disabilities?

- A detailed description of how to complete the steps of the WAA process is provided in the DPI publication *WAA Administration Guidebook* and can be downloaded from www.dpi.state.wi.us/dpi/dlsea/een/assessmt.html.

References

American Educational Research Association. (1999). *Standards for Educational and Psychological Testing.* Washington, DC: Author.

Demaray, M.K., & Elliott, S.N. (1998). Teachers' judgments of students' academic functioning: A comparison of actual and predicted performances. *School Psychology Quarterly, 13*, 8-24.

Elliott, S.N., Braden, J.P., & White, J.L. (2001). *Assessing one and all: Educational accountability for students with disabilities.* Arlington, VA: CEC.

Gerber, M., & Semmel, M.I. (1984). Teacher as imperfect test: Reconceptualizing the referral process. *Educational Psychologist, 19 (3),* 137-148.

Green, D. R. (1998). Consequential aspects of the validity of achievement tests: A publisher's point of view. *Educational Measurement: Issues and Practice,* Summer, pp. 16-19.

Gresham, F.M., & Elliott, S.N. (1990). *Social Skills Rating System.* Circle Pines, MN: American Guidance Service.

Hoge, R. D., & Coladarci, T. (1989). Teacher based judgments of academic achievement: A review of the literature. *Review of Educational Research, 59*, 297-313.

Huemann, J.E., & Warlick, K.R. (2000). *Memorandum: Questions and answers about provisions in the Individuals with Disabilities Education Act Amendments of 1997 to students with disabilities and state and district-wide assessments.*

Lane, S. (1999, October). *Validity evidence for assessments.* Paper presented at the Edward Reidy Interactive Lecture Series, The National Center for the Improvement of Educational Assessment, Providence, RI.

Messick, S. (1993). Validity. In *Educational Measurement, 3rd Edition.* Ed. R.L. Linn. New York: Macmillan.

Webb, N. L. (2002, April). *An analysis of the alignment between mathematics standards and assessments for three states.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Webb, N.L., Horton, M., & O'Neal, S. (2002, April). *An analysis of the alignment between language arts standards and assessment in four states.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Ysseldyke, J.E., & Olsen, K. (1999). Putting alternate assessments into practice: What to measure and possible sources of data. *Exceptional Children, 65,* 175-186.

Appendix A

Legal Basis

Legal Basis for Alternate Assessment of Students with Disabilities

Overview of the Legal/Legislative Basis for Alternate Assessment

The Individuals with Disabilities Education Act Amendments of 1997

Federal requirements for including students with disabilities in large scale assessments are based on several pieces of statutory and regulatory provisions in legislation. In Wisconsin, compliance with the requirements are overseen by the Wisconsin Department of Public Instruction along with several different offices in the U.S. Department of Education. In this section, you will find language on the new provisions in the 1997 IDEA Amendments pertaining to state and district-wide assessment programs.

The column labeled "IDEA Statute" contains excerpts form the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (Public Law No. 105-17) as enacted into law on June 4, 1997.

The column labeled "Regulations" contains excerpts from the final regulations for the Assistance to States for the Education of Children with Disabilities and the Early Intervention Program for Infants and Toddlers with Disabilities as published in the *Federal Register* on March 12, 1999. These regulations were needed to implement changes made by the IDEA Amendments of 1997.

The table is divided into four sections based on topical divisions used in the NPRM:

1. Performance Goals & Indicators
2. Participation in Assessments
3. Reports Relating to Assessments; and
4. Individualized Education Program (IEP)

All information in the table is directly quoted from the stated sources. Three dots … indicate that material has been skipped.

IDEA Statute	Regulations
Performance Goals & Indicators	
[Section 612(a) is amended to add the following requirements for state eligibility for assistance under Part B.] (16) PERFORMANCE GOALS AND INDICATORS- The State— (A) has established goals for the performance of children with disabilities in the State that— (i) will promote the purposes of this Act, as state in section 601(d); and (ii) are consistent, to the maximum extent appropriate, with other goals	§ 300.137 Performance goals and indicators. The State must have on file with the Secretary information to demonstrate that the State— (a) Has established goals for the performance of children with disabilities in the State that— (1) Will promote the purposes of this part, as stated in Sec. 300.1; and (2) Are consistent, to the maximum extent appropriate, with other goals and standards for all children established by the State;

and standards for children established by the State; (B) has established performance indicators the State will use to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessments, drop-out rates, and graduation rates; (C) will, every two years, report to the Secretary and the public on the progress of the State, and of children with disabilities in the State, toward meeting the goals established under subparagraph (A); and (D) based on its assessment of that progress, will revise its State improvement plan under subpart 1 of part D as may be needed to improve its performance, if the State receives assistance under that subpart. (Authority: 20 U.S.C. 1412(a)(16))	(b) Has established performance indicators that the State will use to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessments, drop-out rates, and graduation rates; (c) Every two years, will report to the Secretary and the public on the progress of the State, and of children with disabilities in the State, toward meeting the goals established under paragraph (a) of this section; and (d) Based on its assessments of that progress, will revise its State improvement plan under subpart 1 or Part D of the Act as may be needed to improve its performance, if the State receives assistance under that subpart. (Authority 34 CFR)
Participation in Assessments	
[Section 612(a) is amended to add the following requirements for state eligibility for assistance under Part B.] (17) PARTICIPATION IN ASSESSMENTS- (A) IN GENERAL- Children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations, where necessary. As appropriate, the State or local educational agency— (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs; and (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments. [This item is continued below in the section on "Reports Relating to Assessment".] (Authority: 20 U.S.C. 1412(a)(17)(A))	§ 300.138 Participation in assessments. The State must have on file with the Secretary information to demonstrate that— (a) Children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations and modifications in administration, if necessary; (b) As appropriate, the State or LEA— (1) Develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs; (2) Develops alternate assessments in accordance with paragraph (b)(1) of this section; and (3) Beginning not later than, July 1, 2000, conducts the alternate assessments described in paragraph (b)(2) of this section. (Authority 34 CFR)
Reports relating to Assessments	
[This continues the item that was begun above	§ 300.139 Reports relating to assessments.

in the section on "Participation in Assessments".] (B) REPORTS- The State educational agency makes available to the public, and reports to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following: (i) The number of children with disabilities participating in regular assessments. (ii) The number of those children participating in alternate assessments. (iii) (I) The performance of those children on regular assessments (beginning not later than July 1, 1998) an don alternate assessments (not later than July 1, 2000), if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children. (II) Data relating to the performance of children described under sub clause (I) shall be disaggregated— (aa) for assessments conducted after July 1, 1998; and (bb) for assessments conducted before July 1 1998, if the State is required to disaggregate such data prior to July 1, 1998. (Authority: 20 U.S.C. 612(a)(17)(B))	(a) *General*. In implementing the requirements of Sec. 300.138, the SEA shall make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following information: (1) The number of children with disabilities participating— (i) In regular assessments; and (ii) In alternate assessments. (2) The performance results of the children described in paragraph (a)(1) of this section if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children— (i) On regular assessments (beginning not later than July 1, 1998); and (ii) On alternate assessments (not later than July 1, 2000). (b) *Combined reports*. Reports to the public under paragraph (a) of this section must include— (1) Aggregated data that include the performance of children with disabilities together with all other children; and (2) Disaggregated data on the performance of children with disabilities. (c) *Timeline for disaggregation of data*. Data relating to the performance of children described under paragraph (a)(2) of this section must be disaggregated- (1) For assessments conducted after July 1, 1998; and (2) For assessments conducted before July 1, 1998, if the State is required to disaggregate the data prior to July 1, 1998. (Authority 34 CFR)
Individualized Education Program (IEP)	
[Section 614 adds new components to the individualized education program (IEP including:] (I) a statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and	**§ 300.137 Content of IEP.** ..(5)(i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and (ii) If the IEP team determines that the child

(II) if the IEP Team determines that the child will not participate in a particular State or district-wide assessment of student achievement (or part of such an assessment), a statement of— (aa) why that assessment is not appropriate for the child; and (bb) how the child will be assessed; (Sec. 614 (d)(1)(A)(v)	will not participate in a particular State or district-wide assessment of student achievement (or part of an assessment), a statement of— (A) Why that assessment is not appropriate for the child; and (B) How the child will be assessed;

Title I Statutory and Regulatory Requirements Related to Assessments
(Section 1111(b)(3); § §200.1(b)(2) and 200.4) [. . . denotes deletions]

Another important piece of legislation is the Elementary and Secondary Education Act (ESEA), as amended by the Improving America's Schools Act of 1994. Title I of ESEA sets forth requirements for State assessment programs (excerpted below):

"Each State shall develop or adopt a set of high-quality yearly student assessments, including assessments that measure performance in at least mathematics and reading/language arts, that will be used as the primary means of determining the yearly performance of each school and LEA served under Part A in enabling all participating children to meet the State's student performance standards ...

Assessments must meet the following requirements:

…Be aligned with the State's challenging content and student performance standards, and provide coherent information about student attainment of the State's standards...

Provide for-

Reasonable adaptations and accommodations for students with diverse learning needs necessary to measure the achievement of those students relative to the State'standards; ...

Enable results to be disaggregated within each State, LEA, and school by gender, and by major racial and ethnic groups, English proficiency status, migrant status, students with disabilities as compared to students without disabilities, and economically disadvantaged students as compared to students who are not economically disadvantaged."

Purpose of Alternate Assessments

State and district-wide assessment programs are closely aligned with the State of Wisconsin's and local school districts' accountability-based reform and restructuring initiatives. Therefore, it is important for State of Wisconsin and local school districts to appropriately include all children with disabilities in the large-scale assessment system in order to truly have accountability for ALL and use the recent standards-based reform efforts to improve student performance. As provided in Sec. 300.347(a)(5) of IDEA 1997, the IEP team must determine whether a child with

a disability will participate in the State or district-wide assessments of student achievement. If the student will not participate, the IEP must include a statement of why that assessment is not appropriate for the student and how the student will be assessed. In order to state how the student will be assessed, Section 300.138 requires the State or local school districts to develop alternate assessments for those students who cannot participate in the State or district-wide assessment programs. If IEP teams properly make individualized decisions about the participation of students with disabilities, including the use of appropriate accommodations and modifications in administration, it should be necessary to use Wisconsin's alternate assessments for only a relatively small percentage of students with disabilities; by most experts' estimations only 1 to 2% of the total student population will require an alternate assessment. However, even for this small percentage of students, the alternate assessments need to be aligned with the general curriculum standards set for all students.

Criteria for Participation in the Wisconsin Alternate Assessments

Wisconsin has developed criteria for determining if a student will participate in an alternate assessment. Members of the Individualized Education Program (IEP) team must agree that the student meets the criteria set forth in the Alternate Assessment Participation Checklist (see this checklist in Appendix B). This must be documented in the student's current IEP that is in effect when the district administers the statewide assessments for all students.

Appendix B

Bulletin 02.03

Information UPDATE

Wisconsin Department of Public Instruction/Elizabeth Burmaster, State Superintendent/P.O. Box 7841/ Madison, WI 53707-7841

BULLETIN NO. 02.03 May 2002

TO: District Administrators, CESA Administrators, CCDEB Administrators, Directors of Special Education and Pupil Services, and Other Interested Parties

FROM: Carolyn Stanford Taylor, Assistant State Superintendent
Division for Learning Support: Equity and Advocacy

SUBJECT: Guidelines for Complying with the Wisconsin Alternate Assessment Part 1

Background

Federal and state special education legislation requires that all students with disabilities participate in state and district-wide assessments. Specifically, the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) states, "children with disabilities are included in general State and district-wide assessment programs with accommodations, where necessary." In addition, the reauthorized IDEA specifies that alternate assessment is to be provided for the small number of students with disabilities for whom the standardized assessment is inappropriate even with accommodations. At present, the statewide assessment system, the Wisconsin Student Assessment System (WSAS), includes the Wisconsin Reading Comprehension Test (WRCT) at *third grade,* the Wisconsin Knowledge and Concepts Examinations (WKCE) *at fourth, eighth, and tenth grades,* and the Wisconsin Alternative Assessment.

In November 2000, the U.S. Department of Education (USDE) conducted a peer review of Wisconsin's Student Assessment System (WSAS), the results of which were reported to the department in December 2000. The peer review findings specified certain necessary changes to Wisconsin's assessment system to retain state eligibility for the receipt of Title I funds. These findings included provisions regarding students with disabilities who take alternate assessments.

Title I requires schools, districts, and state profiles to include the performance of all students, including students with disabilities who take an alternate assessment. It was agreed the results of an alternate assessment must be summarized to the state using a four-level Prerequisite Skills (PS Levels) performance standard that places a student on a level that is referenced to the state's model academic standards in each of the domains.

On October 30, 2001, the department submitted a formal request to USDE for a timeline waiver to meet the Title I requirements along with a comprehensive plan, "Enhancing the Wisconsin Student Assessment System," to address all outstanding issues from the USDE peer review. On November 6, 2001, the timeline waiver and plan were approved by USDE. One of the conditions for granting the timeline waiver was that the revised assessment and reporting system be fully implemented in the 2002-03 school year.

The Wisconsin Alternate Assessment (WAA)

The Wisconsin Alternate Assessment (WAA) is part of the WSAS and is designed to assess the educational performance of students with disabilities who cannot meaningfully take the regular (WKCE) test or the local assessment of oral language even with accommodations. The WAA, which is a checklist completed by teachers, will focus on knowledge and skills that are aligned with Wisconsin Model Academic Standards in reading, language arts including oral language, mathematics, science, and social studies. These knowledge and skills are considered to be prerequisite to the majority of content assessed by WKCE.

The WAA Participation Checklist

IEP teams are responsible for deciding whether students with disabilities will participate in an assessment with or without testing accommodations or will take an alternate assessment. To facilitate informed and equitable decision-making, the department designed a participant checklist for IEP teams to use when making these decisions.

The WAA Participation Checklist will be a required document to be used by IEP teams in order to meet Title I requirements. This checklist is attached and will be available on the Special Education Team website. For the school year 2002-2003, if this decision has already been made, the IEP team does not have to reconvene.

For the 2002-2003 school year, the decision about participation in an assessment with or without testing accommodations will presume to include a decision about assessment of oral language since oral language is a part of language arts. For those students who participate in WAA, the checklist will have a subset of items within language arts that address oral language.

Testing Window

The WKCE testing window for the 2002-2003 school year is November 6, 2002 to November 22, 2002. Students who will be taking the WAA may begin in September or as soon as the district receives the WAA. The testing will need to be completed by November 22, 2002. The results of the WAA will then be submitted to the district assessment coordinator with the WKCE results.

Professional Development and Workshops on New WAA

The department is engaged in a project with Dr. Stephen Elliott to develop the WAA. Field testing will be completed by the end of May 2002. The actual WAA document will be available in July 2002. A series of workshops to explain the WAA, and how to administer and grade the WAA, will be held starting in July, with teacher workshops in August and September 2002.

Upcoming Bulletins

Additional updates will be provided in the near future. These will include a description of the WAA, and how to administer, score and report the results of the assessment.

Questions regarding this bulletin may be directed to Sandra Berndt at (608) 266-1785.

mks

This information update can also be accessed through the Internet:
http://www.dpi.state.wi.us/dpi/dlsea/een/bulindex.html

WISCONSIN ALTERNATE ASSESSMENT
PARTICIPATION CHECKLIST
FOR STUDENTS WITH DISABILITIES

Student: _____ **Age:** _____ **Date:** _____

Teacher: _____ **School:** _____

IEP teams are responsible for deciding whether students with disabilities will participate in regular assessment programs (WKCE), with or without testing accommodations, or in the state's alternate assessment (WAA). To facilitate informed and equitable decision-making, IEP teams should address each of the following statements **for each of the content areas** when considering an alternate assessment. Check all that apply.

When the IEP team concurs that all four of the statements **below accurately characterize a student's current educational situation in a given content area, then an** alternate assessment **should be used to provide a meaningful evaluation of the student's current academic achievement in that content area. Content areas without four checks should be assessed using the regular assessment, with or without accommodations.**

Participation Criteria	***Reading***	***Language Arts***	***Math***	***Science***	***Social Studies***
1. The student's curriculum and daily instruction focuses on knowledge and skills significantly different from those represented by the state's content standards for students of the same chronological age.					
2. The student's Present Level of Educational Performance (PLOEP) significantly impedes participation and completion of the general education curriculum even with significant program modifications.					
3. The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.					
4. The student's difficulty with the regular curriculum demands is primarily due to his/her disabilities, and not to excessive absences unrelated to the disability, or social, cultural or environmental factors.					

ASSUMPTIONS:

- The IEP team has knowledge of the student's PLOEP in reference to the Wisconsin Model Academic Standards.
- The IEP team has working knowledge of the test format and what skills and knowledge are being measured by the statewide assessments such as WKCE and WRCT.
- The IEP team is knowledgeable of state testing guidelines and the use of appropriate testing accommodations.

Appendix C

The WAA Rating Scale

Wisconsin Alternate Assessment for Students with Disabilities

Grades 4, 8, & 10

Student's Name: _____ DOB: _____ Age: _____
Mo/Day/Yr

School: _____ District: _____ Grade: _____

Sex: _____ Race: _____ Disability: _____

WAA Participation Checklist completed by IEP team: _____
Mo/Day/Yr

Assessment Period: _____ to _____
Mo/Day/Yr Mo/Day/Yr

Content Areas to be Assessed (check):

- □ Reading
- □ Social Studies
- □ Mathematics
- □ Science
- □ Language Arts {Oral Language (4th and 8th grade only) and Writing}

Rater(s): _____

Reliability Check: _____ _____
Name of Person Mo/Day/Yr

The Wisconsin Alternate Assessment for Students with Disabilities (WAA) is part of the Wisconsin Student Assessment System (WSAS) and is designed to assess the educational performance of students with disabilities who cannot meaningfully take the Wisconsin Knowledge and Concepts Exam (WKCE) even with accommodations. This assessment tool focuses on knowledge and skills that are aligned with the state of Wisconsin Model Academic Standards in reading, language arts (oral language & writing), mathematics, science, and social studies and considered to be prerequisite to the majority of content assessed by the WKCE test.

An individual or individuals who have first-hand knowledge of the student's IEP objectives, educational curriculum, and knowledge and skills should complete this assessment tool. The results of this assessment will be shared with the student's parents or guardian and also contribute to the educational accountability system for all students in the state. These results, however, are only part of the information needed to make important decisions about a student's educational progress and current level of functioning. For more information about the WAA, go to www.dpi.state.wi.us/dpi/dlsea/een/assessmt.html.

The WAA Evaluation Process: Required Steps, Guidelines, & Timeline

The WAA process is systematic and comprehensive, and when followed appropriately it yields recent, representative, and reliable results based on the professional judgments of educators. This assessment focuses on *core prerequisite* knowledge and skills in reading, language arts, mathematics, science, and social studies. Before the assessment process begins, however, a student's IEP team must complete an *Alternate Assessment Participation Checklist* to determine whether a student is eligible for an alternate assessment. Once it has been decided that a student will participate in the alternate assessment, the following 5-step process must be followed:

Step 1: Align WAA items with IEP Goals and Objectives or Benchmarks

Step 2: Collect Performance Evidence for Aligned Items

Step 3: Analyze and Rate Proficiency of All Items

Step 4: Summarize Ratings & Level of Performance

Step 5: Report Results

Key points to keep in mind when conducting an alternate assessment include:

- Aligning WAA items to a student's IEP goals and objectives or benchmarks requires professional judgments and an understanding of the state's academic standards. Not every IEP goal, objective, or benchmark will match or align with an item, but whenever reasonable, connections between items and objectives should be identified and assessed.

- Multiple forms of evidence must be collected and evaluated for each of the items that are aligned with an IEP goal, objective, or benchmark. Meaningful evidence of a student's knowledge and skills already exists in most classrooms and can be categorized as work samples, published tests, observations, interviews, videotapes/photos, or audiotapes.

- The assessment must be recent and the evidence collected must be representative of the student's typical work. Assessments must be completed by *November 22, 2002*.

- The student's ability to accomplish each of the items must be rated using a common scoring rubric. The ratings must be determined to be highly reliable or consistent with those of a second rater.

- Results of an alternate assessment must be summarized using a 4-level Prerequisite Skills (PS Levels) performance standard that places a student on a common developmental path that is referenced to the state's model academic standards and proficiency standards in each of the content domains.

- Finally, results must be reported to the district assessment coordinator. The student's parents/guardian will receive a summary report in the spring.

Instructions for Completing the WAA Rating Scales
Please read the detailed instructions for completing WAA Rating Scales before assessing a student.

Complete Cover Page Information—Be sure to provide a complete description of the student, note the date the decision was made to participate in the WAA, and document the names of individuals involved in conducting the assessment and reliability checks.

Align Items with IEP Goals and Objectives or Benchmarks—After determining the content domains the student will be assessed in, the IEP team or its representatives should check (√) which of the WAA items align (or are very similar) with one or more of a student's IEP goals and objectives or benchmarks. The assessment results for checked items can provide valuable information about a student's progress on his/her IEP goals and objectives or benchmarks.

Collect Performance Evidence—For all the checked (√) items, you must collect classroom relevant information that provides evidence of how the student is performing. Typical categories of performance evidence include work samples, published test results, observations, interviews with third parties, videos or photos, and audio tape recordings. All evidence should be recent (no more than 3 months old) and representative of the student's typical work. High quality assessments use multiple types of evidence. Please check (√) the categories of evidence that you collect and rate for each of the items. Two or more categories of evidence should be checked for all IEP-aligned items.

Analyze and Rate Proficiency—It is important that you analyze and rate the proficiency with which a student demonstrates the knowledge and skills needed to accomplish *each* of the alternate assessment items. Please use the scoring rubric below to rate the student's level of proficiency for ALL of the items in content areas to be assessed. Please take special note of the difference between a rating of Not Applicable (NA) and Non-existent (0). Items deemed NA should be checked (√), but not given a proficiency rating. All other items, regardless of whether they are IEP-aligned or not must be rated either as Non-Existent, Emerging, Developing/Developed, or Proficient/Generalized. Circle the rating that best characterizes a student's current functioning. Please DO NOT SKIP any items.

Proficiency Rating	Rating Criteria
√ = Not Applicable	The IEP team has determined the item is *not relevant* to the student's educational needs. It is possible that the knowledge and skills required by the item may never develop even if time and effective instruction is provided. No instructional opportunities are consistently provided or supported.
0 = Non-existent	Student is unable to perform any part of a skill or demonstrate any knowledge without full physical prompting in a highly structured setting. However, it is realistic that the knowledge and skills *are relevant* to the student's educational needs and that some part of the knowledge and skill may develop given time and effective instruction.
1 = Emerging	Student can respond to some part of the knowledge and skills required by the item given physical, verbal, visual, or any other full assistance. The student may take a long time to respond but will indicate some attempt whether correct or incorrect in a limited number of settings.
2 = Developing/ Developed	Student is in a stage of fluency building. Performance may be seen as somewhat inconsistent but ranges generally between 25-75% of the time with some assistance in several settings. If there has been instruction, the student has made noticeable gains in acquiring and applying the knowledge and skills required of the item.
3 = Proficient/ Generalized	Student is able to maintain the knowledge and skills required by the item and generalize without assistance or prompting on a regular basis. The student routinely performs the skill in a variety of settings with familiar instructions, materials, or individuals; however, the level of the skill is comparable to non-disabled students in a grade significantly different from his/her age-mates. The student requires little or no supervision in accurately demonstrating the knowledge and skills.

Summarize Proficiency Ratings & Performance Level Scores—There are two types of Summary Scores for each WAA content domain: Individualized Proficiency Scores and Overall Performance Level Scores. Once you have completed the rating of all items for a given content domain, you should determine the *Individualized Proficiency Score* for the domain (or subdomain in the case of Language Arts) by totaling the individual ratings for all items in a content domain. DO NOT include items that you declared NA.

To determine a student's *Overall Performance Level Score* for a content area, review the results of your ratings for the content area and select the performance level descriptor from the content area developmental continuum. There are no Individualized Proficiency cut-scores that must be used to determine an Overall Performance Level. Each content area has a 4-level, criterion-referenced, developmental continuum that characterizes performance of knowledge and skills along the path toward functioning at or near grade level in the regular curriculum. Thus, for each content area assessed, a student's performance is summarized as Prerequisite Skill Level 1, Prerequisite Skill Level 2, Prerequisite Skill Level 3, or Prerequisite Skill Level 4. The Reading Performance Continuum is illustrated below. Each of the other performance continua uses similar criteria to describe different levels of functioning prerequisite to the regular curriculum. The performance continuum for each content area appears at the conclusion of each rating scale.

Reading Performance Continuum

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in reading. He or she is unable to perform simple skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to reading instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some simple reading skills in a limited number of settings.	Student demonstrates an emerging ability to decode and comprehend text. Student's understanding of basic concepts and performance of most reading skills is inconsistent and he or she requires moderate support to demonstrate his or her learning.	Student demonstrates a consistent understanding of the basic concepts and skills contained in the reading items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.

All summary scores must be determined to be reliable. To estimate the reliability of the ratings of the WAA, a second rater who knows the student should complete a rating of the IEP-aligned items after he/she examines the collected evidence. An agreement of 80 percent of the individual item ratings in each domain must be achieved before an Individualized Proficiency Score is reportable. Once high agreement has been achieved for the aligned items, the two raters should compare the Overall Performance Levels Scores they selected to best represent the student's level of functioning. An agreement between raters of 100 percent is needed before an Overall Performance Level Score is reportable. Methods for adjudicating differences between the original and second rater are described in the *WAA for Students with Disabilities Administration Guidebook.*

Report Results—Once the results of the WAA are determined to be reliable, they are ready to be reported. For purposes of inclusion in the WSAS and statewide accountability, a *WAA Performance Report Summary* form must be completed and submitted by *November 22, 2002*. A student's parents or guardian will receive a report explaining and summarizing the Overall Performance Level Scores for each domain.

	Evidence Sources								Proficiency Ratings			
	Reading Item	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1= Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student matches printed words to objects.									0	1	2	3
2	Student uses pictures for context clues.									0	1	2	3
3	Student reads short notes and follows written directions.									0	1	2	3
4	Student reads class schedule and printed directions orally.									0	1	2	3
5	Student makes new words based on word families (e.g., mat, bat).									0	1	2	3
6	Student matches letter and sounds, and can point to letter when appropriate sound is produced.									0	1	2	3
7	Student demonstrates understanding of new words or passages by making connections with personal experience via speech, writing, signs, or assistive device.									0	1	2	3
8	Student can find information related to a personal issue from a source like a newspaper or phone book.									0	1	2	3
9	Student can answer who, what, and where questions about a story.									0	1	2	3
10	Student can identify beginning, middle, and end of a story.									0	1	2	3
11	Student attends while teacher reads.									0	1	2	3
12	Student asks relevant questions about what he/she has heard read to them.									0	1	2	3
13	Student can answer "how" and "why" questions.									0	1	2	3
14	Student can answer appropriately with head nods or									0	1	2	3

	Evidence Sources	Proficiency Ratings											
	Reading Item	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1= Emerging	2=Developing/ Developed	3=Proficient/ Generalized
	verbally to comprehension questions.												
15	Student can predict events from what they read or hear read.									0	1	2	3
16	Student can judge actions of characters in stories.									0	1	2	3
17	Student can match pictures and words that depict emotions such as happy, sad, or angry.									0	1	2	3
18	Student can sequence main parts of a story via pictures or oral report.									0	1	2	3
19	Student can state reasons why something he/she has read or heard is factual or fiction.									0	1	2	3
20	Student demonstrates comprehension of safety words, symbols, or pictures.									0	1	2	3
21	Student can match words to common pictures in school and community settings.									0	1	2	3
22	Student will locate personal information when it is present.									0	1	2	3
23	Student can retell information taken from printed materials.									0	1	2	3

Reading Individualized Proficiency Total Raw Score:	**_+_+__+__= [___]**

Overall Reading Performance Level Score Summary

After examining the WAA Performance Continuum for reading below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in reading. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in reading. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to reading instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some skills in a limited number of settings.	Student demonstrates an emerging ability to decode and comprehend text. Student's understanding of concepts and performance of most skills in the items is inconsistent and he or she requires moderate support to demonstrate his or her learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the reading items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited understanding of the most basic reading concepts and skills.	• Attends and responds to texts that are read to him or her by an adult or peer. • Notices pictures in text and uses them to make inferences and predictions. • Recognizes some words in their environment and/or basic texts.	• Attends to and demonstrates understanding of texts that are read to them by an adult or peer. • Can read basic texts with moderate adult support. • Demonstrates an expanded sight vocabulary and phonological skills.	• Attends to and demonstrates understanding of texts that are read to them by an adult or peer. • Uses an expanded sight vocabulary and phonological skills to read unfamiliar texts with limited adult support. • Can make connections between information in a text and previously read materials or life experiences. • Uses basic graphic organizers with adult support.
PS Level 1 _____	PS Level 2 _____	PS Level 3 _____	PS Level 4 _____

Reliability Estimates for Reading

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 _____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 _____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

		Evidence Sources								Proficiency Ratings			
	Language Arts Items (Oral Language & Writing)	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not	0=Nonexistent	1= Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student communicates feelings and needs in printed or pictorial form.									0	1	2	3
2	Student can point to a picture or name an action of a given object or person.									0	1	2	3
3	Student uses appropriate body or facial gestures to communicate a need, interest, or choice.									0	1	2	3
4	Student initiates communication regarding personal or survival needs.									0	1	2	3
5	Student repeats or paraphrases messages, upon request.									0	1	2	3
6	Student uses appropriate volume and tone when talking to others.									0	1	2	3
7	Student can ask questions related to topic, objects, and events.									0	1	2	3
8	Student can attend and listen to others without interrupting.									0	1	2	3
9	Student can follow directions and instructions.									0	1	2	3
10	Student meets people with brief oral greeting.									0	1	2	3
11	Student can conduct a short interview or obtain information by phone.									0	1	2	3
12	Student takes turns and responds appropriately to people.									0	1	2	3
13	Student can take part in 2-way conversation using written, verbal, or an assisted mode.									0	1	2	3
14	Student interacts with others who have the same language.									0	1	2	3
15	Student recognizes the source of message and can evaluate its purpose.									0	1	2	3

Evidence Sources Proficiency Ratings

	Language Arts Items (Oral Language & Writing)	IEP Aligned (√)	Work Samples	Published	Observations	Interviews	Video/Photo	Audio Tape	N/A=Not	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
16	Student can present information using pictures and other media on a topic he/she has researched.									0	1	2	3
17	Student can record a message on an answering machine.									0	1	2	3
Language Arts/Oral Language Subscale Raw Score: Total										**_+_+__+___= [___]**			
18	Student uses a variety of tools to communicate in a written form.									0	1	2	3
19	Student writes notes to peers, parents, and others.									0	1	2	3
20	Student can correct or revise his/her written work.									0	1	2	3
21	Student correctly uses punctuation marks.									0	1	2	3
22	Student uses capital letters correctly for people's names and at the beginning of sentences.									0	1	2	3
23	Student can use a dictionary or word bank to learn new words.									0	1	2	3
24	Student can use a computer, Alpha Smart or other tools to take notes.									0	1	2	3
25	Student can identify a topic of interest and gather information about it.									0	1	2	3
26	Student can use information he/she has collected to answer a question.									0	1	2	3
Language Arts/Writing Subscale Raw Score: Total										**_+_+___+___= [____]**			

Oral Language Subscale Total Score [___] + Writing Subscale Total Score [___] =
Language Arts Individualized Proficiency Total Raw Score [___]

Oral Language Performance Level Score Summary (4th and 8th grade only)

After examining the WAA Performance for Oral Language (items 1-17) and the Performance Continuum below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Oral Language.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite knowledge and skills in Oral Language. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Oral Language instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some oral language skills in a limited number of settings.	Student demonstrates an emerging ability to communicate ideas verbally or with assistive technology. Student's understanding of concepts and performance of most skills is inconsistent and he or she requires moderate support to demonstrate his or her oral language abilities.	Student demonstrates a consistent understanding of the concepts and skills contained in the Oral Language items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her oral language abilities.
• Demonstrates a very limited ability to express his or her ideas or personal needs verbally or through the use of assistive technology with extensive support from adults.	• Can communicate personal wants, needs, and opinions verbally or through the use of assistive technology. • Student demonstrates understanding of basic verbal instructions..	• Listens to others, participates in discussions, and effectively expresses his or her opinions, ideas, and feelings using words or assistive technology. • Can provide short responses to questions and retell simple stories with moderate support from adults or peers. • Student can understand more complex verbal instructions and apply that understanding to complete multi-step tasks.	• Successfully participates in class discussion, group work, and unstructured social interactions with minimal adult support. • Student can give short oral reports or presentations to his or her classmates with minimal adult support. • Student can comprehend and summarize the content of a short oral presentation, story, or play.
PS Level 1 _____	PS Level 2 _____	PS Level 3 _____	PS Level 4 _____

Reliability Estimates for Oral Language (4th and 8th grade only)

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 _____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 _____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

Writing Performance Level Score Summary

After examining the WAA Performance for Writing (items 18-26) and the Performance Continuum below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Writing.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite knowledge and skills in Writing. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Writing instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some writing skills in a limited number of settings.	Student demonstrates an emerging ability to communicate ideas in writing. Student's understanding of concepts and performance of most skills is inconsistent and he or she requires moderate support to demonstrate his or her writing ability.	Student demonstrates a consistent understanding of the concepts and skills contained in Writing items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her writing ability.
• Demonstrates very limited ability to express himself or herself in writing with extensive support from adults.	• Uses drawings, pictures, symbols, and some written words to express ideas and feelings with extensive adult support. • Demonstrates a limited understanding of basic sentence structure and grammar.	• Writes or types simple short responses and stories with moderate support from adults or peers. • Demonstrates an emerging understanding of basic sentence structure and grammar, but applies this knowledge inconsistently in his or her writing work.	• Writes or types simple stories, journal entries, and letters with minimal support. • Edits work for capitalization at the beginning of sentences, basic punctuation (e.g., periods at the end of sentences), and spelling of high frequency words.
PS Level 1 _____	PS Level 2 _____	PS Level 3 _____	PS Level 4 _____

Reliability Estimates for Writing

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 _____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 _____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Overall Language Performance Level Score Summary

After examining the WAA Performance Continuum for Language Arts below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Language Arts. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Language Arts. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Language Arts instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some skills in a limited number of settings.	Student demonstrates an emerging ability to communicate ideas verbally or in writing. Student's understanding of concepts and performance of most skills in the items is inconsistent and he or she requires moderate support to demonstrate his or her learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Language Arts items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited ability to express him or herself in writing with extensive support from adults.	• Can communicate personal wants, needs, and opinions verbally or through the use of assistive technology. • Uses drawings, pictures, symbols, and some written words to express ideas and feelings with extensive adult support.	• Listens to others, participates in discussions, and effectively expresses his or her opinions, ideas, and feelings using words or assistive technology. • Writes or types simple short responses and stories with moderate support from adults or peers.	• Successfully participates in class discussion, group work, and unstructured social interactions with minimal adult support. • Writes or types simple stories, journal entries, and letters with minimal support. • Edits his or her work for capitalization at the beginning of sentences, basic punctuation (e.g., periods at the end of sentences), and spelling of high frequency words.
PS Level 1 _____	PS Level 2 _____	PS Level 3 _____	PS Level 4 _____

Reliability Estimates for Language Arts

B. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 _____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

C. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 _____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

	Evidence Sources								Proficiency Ratings			
	Mathematics Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student is able to recognize that there is a difference in patterns when presented with a task.									0	1	2	3
2	Student is able to respond to math ideas using appropriate vocabulary.									0	1	2	3
3	Student is able to use simple number concepts accurately.									0	1	2	3
4	Student is able to integrate simple math operation into real life activities.									0	1	2	3
5	Student is able to explain a correct solution to an everyday math problem.									0	1	2	3
6	Student will accurately identify numerals 1-10.									0	1	2	3
7	Student will accurately recognize place value of hundreds, tens and ones column.									0	1	2	3
8	Student will accurately list three whole numbers in proper numerical order.									0	1	2	3
9	Student will read numbers with 2 and 3 digits accurately.									0	1	2	3
10	Student will write numbers accurately in a variety of contexts.									0	1	2	3
11	When engaged in problem solving, student will use a calculator, or concrete objects to add and subtract a number of items.									0	1	2	3

	Evidence Sources	Proficiency Ratings											
	Mathematics Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
12	Student uses fractions appropriately.									0	1	2	3
13	Student uses money appropriately in real- life activities.									0	1	2	3
14	Student accurately identifies basic shapes.									0	1	2	3
15	Student accurately sorts basic shapes into groups.									0	1	2	3
16	Student is able to accurately identify location terms (i.e., next to, between, over, under).									0	1	2	3
17	Student is able to identify correct units of basic measurements.									0	1	2	3
18	Student demonstrates an accurate understanding of basic measurement concepts.									0	1	2	3
19	Student is able to estimate measurements of size, height, and weight.									0	1	2	3
20	Student is able to tell time with some type of time-keeping device.									0	1	2	3
21	Student is able to measure accurately with a ruler, tape measure, or yardstick.									0	1	2	3
22	Student demonstrates an accurate understanding of basic temperature concepts.									0	1	2	3
23	Student is able to accurately measure fluids in a variety of natural contexts.									0	1	2	3

	Evidence Sources	Proficiency Ratings										
	Mathematics Items	IEP Aligned (√)	Work Samples	Published	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
24	Student is able to read and interpret a graph, table, or chart.									0	1	2	3
25	Student is able to accurately use 1-1 correspondence.									0	1	2	3
26	Student is able to correctly use symbols and vocabulary of addition and subtraction.									0	1	2	3
27	Student is able to use the vocabulary of "equal' or 'same as" in an appropriate context.									0	1	2	3
28	Student is able to correctly use symbols and vocabulary of multiplication and division.									0	1	2	3
29	Student is able to accurately distinguish between the concepts of more or less in an appropriate context.									0	1	2	3

Mathematics Individualized Proficiency Total Raw Score:	**_+_+__+__ = [____]**

Overall Mathematics Performance Level Score Summary

After examining the WAA Performance Continuum for Mathematics below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Mathematics. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Mathematics. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Mathematics instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student demonstrates knowledge or performs skills in a limited number of settings.	Student demonstrates an emerging ability to perform mathematical operations and solve problems. Student's understanding of concepts and performance of skills in the Mathematics items is inconsistent and he or she may require assistance to demonstrate their learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Mathematics items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited understanding of the most elementary numerical and mathematical concepts.	• Demonstrates a basic understanding of numbers and counting (e.g., one-to-one correspondence) • Can perform simple calculations with extensive adult support. • Can differentiate between objects by size, color, and shape.	• Can independently identify and use numbers. • Can perform simple calculations with some adult support. • Recognizes and labels some shapes. • Can use measurement tools with adult support.	• Limited achievement of expected conceptual knowledge and skills. • Can perform basic calculations independently. • Consistently recognizes and describes shapes. • Can use some measurement tools independently.
PS Level 1 _____	PS Level 2 _____	PS Level 3 _____	PS Level 4 _____

Reliability Estimates for Mathematics

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 _____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 _____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

	Evidence Sources	Proficiency Ratings											
	Science Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student identifies content in the context of science lesson or investigation.									0	1	2	3
2	Student connects science instruction to previous instruction and/or personal experiences.									0	1	2	3
3	Student is able to detect, or describe change in their environment.									0	1	2	3
4	Student will use encyclopedia, sourcebooks, texts, computers, teachers, parents, other adults, journals, popular press, and various other resources to identify vocabulary and pictures from science units.									0	1	2	3
5	Student will use texts, real objects, and experience to answer questions regarding science units.									0	1	2	3
6	Student uses vocabulary and content from science instruction to ask questions, make observations, make predictions, or offer explanations.									0	1	2	3
7	Student participates in "hands-on" science investigations, using a variety of materials (science equipment, media, and computers) safely.									0	1	2	3
8	In the context of science investigations, student collects data.									0	1	2	3
9	Student communicates results of investigations in ways his or her audience will understand.									0	1	2	3

		Evidence Sources							Proficiency Ratings			
	Science Items	IEP Aligned	Work	Publishe	Observat	Interview	Video/Ph	Audio	NA=Not Applicabl	0=Nonex	1=Emerg	2=Devel oping/	3=Profici ent/
10	Student will demonstrate understanding of cause and effect.									0	1	2	3
11	Student demonstrates understanding that objects are made of various substances.									0	1	2	3
12	Student classifies/sorts objects or pictures of objects according to similar properties (e.g., size, color shape, etc…).									0	1	2	3
13	Student observes or describes changes in form, temperature, color, speed, or direction of objects.									0	1	2	3
14	Student describes major land and water masses of the earth (e.g., oceans, mountains, etc…).									0	1	2	3
15	Student identifies weather commonly occurring in Wisconsin.									0	1	2	3
16	Student observes and record seasonal and daily weather changes in his or her community.									0	1	2	3
17	Student describes how organisms meet their basic needs for water, nutrients, protection, and energy in order to survive.									0	1	2	3
18	Student demonstrates an understanding of the ways that organisms grow through life stages.									0		2	3

		Evidence Sources								Proficiency Ratings			
	Science Items	IEP Aligned (√)	Work Samples	Published	Observations	Interviews	Video/Photo	Audio Tape	NA=Not	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
19	Student identifies the technology used by someone employed in a job or position in Wisconsin and explains how it is used.									0	1	2	3
20	Student identifies simple machines in his or her environment.									0	1	2	3
21	Student describes the technology he or she uses and its benefits.									0	1	2	3
22	Student demonstrates understanding that substances can exist in different states-solid, liquid, or gas.									0	1	2	3
23	Student will identify the stars, moon, and sun.									0	1	2	3
24	Student demonstrates an understanding of how science can help and can cause problems in his or her environment.									0	1	2	3

Science Individualized Proficiency Total Raw Score:	**__+__+__+__= [____]**

Overall Science Performance Level Score Summary

After examining the WAA Performance Continuum for Science below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Science. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Science. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Science instruction and participates in investigations with extensive support (e.g., physical, verbal, or gestural or assistance). Student responds or performs some skills in a limited number of settings.	Student demonstrates an emerging ability to observe, record, classify and report scientific concepts and phenomena. Student's understanding of concepts and performance of skills in the items is inconsistent and he or she may require assistance to demonstrate his or her learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Science items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates a very limited understanding of the most elementary scientific concepts.	• Demonstrates a basic understanding of simple science concepts and vocabulary. • Can gather and describe data and information about phenomena in their environment with extensive adult support.	• With limited adult support, uses some simple scientific vocabulary and concepts to describe observations. • Demonstrates a basic understanding of simple scientific processes and natural phenomena (e.g., the seasons, life cycle of animals, etc.) • Can gather and record data and information for their environment with moderate adult support.	• Demonstrates limited achievement of the expected conceptual knowledge and skills. • Demonstrates a consistent understanding of basic scientific processes and natural phenomena (e.g., the seasons, life cycle of animals, solar system, etc.) • Can gather information and data from their environment and/or scientific investigation. Records and describes that information in charts or graphs with limited adult support.
PS Level 1 _____	PS Level 2 _____	PS Level 3 _____	PS Level 4 _____

Reliability Estimates for Science

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 _____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 _____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

		Evidence Sources							Proficiency Ratings			
	Social Studies Items	IEP Aligned (√)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (√)	0=Nonexistent	1=Emerging	2=Developing/ Developed	3=Proficient/ Generalized
1	Student points in different directions when asked (i.e., North, South, East, West).									0	1	2	3
2	Student demonstrates directionality (i.e., up and down, left and right).									0	1	2	3
3	Student identifies several common community landmarks.									0	1	2	3
4	Student remembers and recognizes his or her home address.									0	1	2	3
5	Student participates appropriately during unexpected changes in daily routine (e.g., fire drill, tornado warning, assembly).									0	1	2	3
6	Student identifies or chooses the appropriate clothing for different weather conditions.									0	1	2	3
7	Student recognizes and matches the name of the city/town/village, state, and country where he or she lives.									0	1	2	3
8	Student identifies systems that change their environment (e.g., air conditioners, heaters, fans).									0	1	2	3
9	Student produces examples of past, present, and future.									0	1	2	3
10	Student places events (from history or personal experience) on a timeline.									0	1	2	3
11	Student identifies if something is fair or unfair and explains his or her rationale.									0	1	2	3

		Evidence Sources							Proficiency Ratings			
	Social Studies Items	IEP Aligned	Work	Publishe	Observat	Interview	Video/Ph	Audio	NA=Not	0=Nonex istent	1=Emerg ing	2=Devel oping/	3=Profici ent/
12	Student completes assigned jobs daily (at home or in the classroom)									0	1	2	3
13	Student recognizes and obeys school rules.									0	1	2	3
14	Student demonstrates an understanding of the basic rights of citizens (e.g., freedom of speech).									0	1	2	3
15	Student understands that positive and negative consequences result from our actions.									0	1	2	3
16	Student makes an appropriate choice among several options of behaving.									0	1	2	3
17	Student identifies the values of coins and currency for making purchases.									0	1	2	3
18	Student saves coins or tokens to purchase items or services that cost most than could be earned in one day.									0	1	2	3
19	Student demonstrates the ability to write a check or maintain a savings passbook.									0	1	2	3
20	Student names products that they use as part of their daily life.									0	1	2	3
21	Student identifies skills needed to complete a job at school.									0	1	2	3
22	Student identifies skills needed to complete a job in a local business or industry.									0	1	2	3
23	Student identifies activities or services (e.g., taxes, police protection) that promote the public good.									0	1	2	3

	Evidence Sources								Proficiency Ratings			
	Social Studies Items	IEP Aligned (√)	Work Sample	Published Test	Observation	Interviews	Video/Photo	Audio Tape	NA=Not	0=Nonexistent	1=Emerging	2=Developing/	3=Proficient/ Generalized
24	Student uses prior knowledge to complete tasks or activities.									0	1	2	3
25	Student describes his or her family traditions and celebrations.									0	1	2	3
26	Student describes community helpers (e.g., policeperson, nurse).									0	1	2	3
27	Student gives examples of laws and rules that people have to follow.									0	1	2	3
28	Student demonstrates an understanding of peer pressure and possible responses to that pressure.									0	1	2	3
29	Student describes how people help each other in times of trouble.									0	1	2	3

Social Studies Individualized Proficiency Total Raw Score:	**__+__+___+__= [____]**

Overall Social Studies Performance Level Score Summary

After examining the WAA Performance Continuum for Social Studies below, place a check mark √ in the most appropriate shaded box below to indicate the Prerequisite Skill Level (either PS 1, PS 2, PS 3, or PS 4) that best characterizes the student's overall level of achievement in Social Studies. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in Social Studies. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to Social Studies instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student demonstrates knowledge or performs skills in a limited number of settings.	Student demonstrates an emerging ability to understand and report Social Studies concepts. Student's understanding of knowledge and performance of skills in the Social Studies items is inconsistent and he or she may require assistance to demonstrate their learning.	Student demonstrates a consistent understanding of the concepts and skills contained in the Social Studies items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.
• Demonstrates very limited understanding of the most elementary Social Studies concepts and skills.	• Demonstrates a basic understanding of some simple concepts and ideas from history, civics, geography and economics. • Can access basic information from maps, charts, and other visual representations with extensive adult support.	• Understands and can apply some basic conceptual knowledge and skills from history, civics, geography, and economics. • Can access basic information from maps, charts, and other visual representations with moderate adult support. • Can make and justify simple inferences (e.g., cause-and-effect, comparison/contrast) about Social Studies topics with moderate adult support.	• Consistently understands and applies basic conceptual knowledge and skills from history, civics, geography, and economics. • Can access information from maps, charts, and other visual representations with limited adult support. • Can make and justify simple inferences (e.g., cause-and-effect, comparison/contrast) about Social Studies topics with limited adult support.
PS Level 1 _____	PS Level 2 _____	PS Level 3 _____	PS Level 4 _____

Reliability Estimates for Social Studies

A. Only for all IEP-aligned items (criterion of 80% agreement)
Rater 1 and 2 _____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

B. For Overall Performance Level (criterion of 100% agreement)
Rater 1 and 2 _____% agreement originally

Rater 1 and 2 _____% agreement after review & discussion

Comments/Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

WAA FOR STUDENTS WITH DISABILITIES
PERFORMANCE SUMMARY REPORT

Student's Name: _____ DOB: _____ Age: _____
Mo/Day/Yr

School: _____ District: _____ Grade: _____

Sex: _____ Race: _____ Disability: _____

WAA Participation Checklist completed by IEP team: _____
Mo/Day/Yr

Assessment Period: _____ to _____
Mo/Day/Yr Mo/Day/Yr

Content Areas to be Assessed (check):
- □ Reading
- □ Social Studies
- □ Mathematics
- □ Science
- □ Language Arts {Oral Language (4th and 8th grade only) and Writing}

Rater(s): _____

Reliability Check: _____ _____
Name of Person Mo/Day/Yr

Overall Performance Level Score Summary

Directions: **Transfer the Overall Performance Level Scores from each of the separate content areas in which the student was assessed using the WAA. Place a check (√)** in the appropriate box in the table below to indicate the Prerequisite Skill Level that best characterizes the student's overall level of achievement in each assessed area. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

Subject:	Reading	Language	Math	Science	Social Studies	Oral Language	Writing
Prerequisite Skill Level 1							
Prerequisite Skill Level 2							
Prerequisite Skill Level 3							
Prerequisite Skill Level 4							

Appendix D

Student Assessment Report

Student Assessment Report

Student Information	
Name:	**This page is to be completed after WKCE testing**. *WSAS at grades 4, 8, and 10 includes both regular assessments (WKCE and WSAS Supplemental Assessments) and alternate assessments (WSAS Alternate Assessments - Pre-Requisite English and WSAS Alternate Assessments - Pre-Requisite Skill). Record Supplemental and/or Alternate Assessment results for this student, as appropriate, on this page by filling in the appropriate circles. Summary reports about your school will be based on WKCE scores and the results recorded below.*
School:	
District:	

[NOTE TO PAGE DESIGNERS: THIS SPACE SHOULD BE INITIALLY BLANK. WE MIGHT USE THE SPACE IN FUTURE IF WE ADD ONE OR TWO ADDITIONAL SUPPLEMENTAL ASSESSMENTS.

[WE DO NOT WANT TO COLLECT "ORAL LANGUAGE" AT GRADE 10 -- WE SHOULD SAY "Not Applicable at Grade 10" OR ?]

1

WSAS Supplemental Assessment -- Oral Language All Students at Grades 4 and 8

***Directions: Record the performance of the student on the WSAS Supplemental Assessment of Oral Language by filling in the appropriate circle in section 1**. All students enrolled at grades 4 and 8 are expected to take this Supplemental Assessment except certain students with limited English proficiency or disabilities who are required to take an Alternate Assessment.*

Minimal O ***Basic*** O ***Proficient*** O ***Advanced*** O

2

English Proficiency Status All Students at Grades 4, 8, and 10

***Directions**: **Complete section 2 for all students without Pre-ID labels or for whom the pre-ID label was discarded**. Record the English Proficiency (EP) status code for the student by filling in the appropriate circle. Code 7 will be assumed if this section is left blank.*

Limited English Proficient					*English Proficient*	
1 O	*2* O	*3* O	*4* O	*5* O	*6* O	*7* O

3

WSAS Alternate Assessments - Pre-Requisite English

***Directions**: **Complete section 3 for all LEP students who participated in WSAS Alternate Assessments.** Any LEP student may take one or more of these assessments, but **LEP students who have an English Proficiency (EP) status code of 1 or 2 are required to take them**. Fill in one circle under each subject.*

Subject:	*Reading*	*Language*	*Math*	*Science*	*Social Std*
Pre	O	O			
Early	O	O			
Minimal			O	O	O
Basic			O	O	O
Proficient			O	O	O
Advanced			O	O	O

4

WSAS Alternate Assessments - Pre-Requisite Skill

***Directions**: **Complete section 4 for all students with disabilities who participated in WSAS Alternate Assessments (WAA)**. If a student with a disability is not expected to take one or more regular assessments (WKCE or WSAS Supplemental Assessments) based on their IEP, complete and score the **WSAS Alternate Assessments in those subject areas**. Fill in one circle under each subject.*

Subject:	*Reading*	*Language*	*Math*	*Science*	*Social Std*	*Oral Lang*	*Writing*
Level 1	O	O	O	O	O	O	O
Level 2	O	O	O	O	O	O	O
Level 3	O	O	O	O	O	O	O
Level 4	O	O	O	O	O	O	O

Grade 10 no Oral Language for WAA or Supplemental Assessment

Appendix E

A Parent's Introduction to the WAA

What is an alternate assessment?

An assessment is a way of measuring what a student knows and can do. An alternate assessment is an assessment that is different from the assessment given to most students.

In Wisconsin, the Wisconsin Student Assessment System (WSAS) is the state's system for keeping track of what students are learning and how well they are learning it. Generally when we think of assessment, we think of taking a test. The Department of Public Instruction gives statewide tests to measure children's learning in five areas: reading, language arts, mathematics, science and social studies. These tests are based on the standards the state uses to tell what students should know in certain grades. Most students participate in assessment by taking the tests. Some students participate in assessment by taking the tests with accommodations or modifications. Accommodations and modifications are changes in the way the test is given.

Some students with disabilities are unable to take the test even with accommodations or modifications. For these students, Wisconsin created an alternate assessment, called the Wisconsin Alternate Assessment (WAA).

Who takes the WAA?

The student's IEP team decides if the student will take the regular assessments (with or without accommodations) or if the student will take an alternate assessment. If the student with a disability is being taught the same information and skills as other students his or her age in reading, language arts, mathematics, science or social studies, the student should take the regular state assessment for that subject. If the student needs changes in the way the assessment is given in order to take it, the IEP team will decide what those accommodations will be.

If the student is not learning the same skills or information as other students of the same age, the students may need alternate assessments. Looking at each subject, the IEP team should ask if any of the following statements are true about the student:

1. The student's plan for learning and daily instruction focuses on different information and skills than those that the regular assessment measures.
2. The student cannot participate in and complete the general education curriculum even with major changes to the program.
3. The student needs a large amount of individual teaching and support to reach educational goals.
4. The student has difficulty with the general education curriculum because of the disability and not because of other reasons.

If all four statements are true for a student in a particular subject, then the student should be given an alternate assessment.

When is the WAA given?

Students who will take the WAA may begin in September 2002, or when the district receives the WAA.
The WAA must be completed by November 22, 2002.

For more information and examples, see the Wisconsin Department of Public Instruction website: www.dpi.state.wi.us

How is the WAA given?

1. The IEP team decides what subjects will be assessed with the WAA.
2. The student's teacher chooses items or skills on the WAA that are like the student's IEP goals and objectives.
3. The teacher collects samples of the student's work, records the teacher kept, or other proof of the child's knowledge and skills.
4. The teacher rates each item chosen from the WAA as non-existent, emerging, developing/developed or proficient/ generalized. The teacher uses the collected information to decide on the rating.
5. A second teacher or other person looks at all of the information that was collected and checks the first teacher's rating.
6. The teacher uses the ratings to choose an Overall Performance Level in each subject. These levels are called Prerequisite Skill Levels 1, 2, 3 and 4. The student's Prerequisite Skill Level in each subject assessed on the WAA is reported to the state and to parents.

Why is the Wisconsin Alternate Assessment (WAA) important?

The statewide tests that children take help teachers and schools improve. The WAA:

- gives teachers a way to measure the educational progress of students with significant disabilities,
- matches the skills that are taught to individual students with significant disabilities,
- measures knowledge and skills that must be learned before learning the skills measured on the regular assessment,
- gives school districts and parents information on how students with disabilities are learning in relation to state standards.

How does the WAA help improve schools?

The WAA:

- allows students with significant disabilities to take part in the Wisconsin Student Assessment System,
- allows students with significant disabilities to be counted in school and state reports about how well children are learning,
- allows school districts and parents to compare the performance of their students with significant disabilities to students statewide,
- gives schools information for meeting state and federal requirements for funding.

What laws are related to the WAA?

- Federal and Wisconsin special education laws require schools to assess all students, including students with disabilities.
- The Individuals with Disabilities Education Act (IDEA, 1997) says that students with disabilities who cannot participate in the regular assessments must be given alternate assessments.

A Parent's Introduction to the Wisconsin Alternate Assessment (WAA

Appendix F

A Guide for Teachers

The Wisconsin Alternate Assessment (WAA):

A Guide for Teachers

Wisconsin Department of Public Instruction
Madison, Wisconsin
July 2002

Acknowledgements

This teacher guide was written by Lisa Hagermoser with the cooperation and assistance from Stephen Elliott, PhD, and Thomas R. Kratochwill, PhD, at the University of Wisconsin-Madison. This guide is part of a collaborative project conducted by the Wisconsin Department of Instruction (DPI), CESA #6, and University of Wisconsin-Madison. Members of the project's Leadership Team at DPI were Carolyn Stanford Taylor, Stephanie Petska, Sandra Berndt, Samantha Hoffman, Paula Volpiansky, Suzan Van Beaver, Dara Barhite-Martinovich, Carol Schweitzer, and Timothy Boals.

Introduction

Public and educational leaders are concerned with how students are progressing in school. Teachers and parents alike are concerned with how well students are performing in areas such as reading, writing, mathematics, science, and social studies. Schools must assess all students to know whether students are meeting goals in these academic areas.

Due to the diversity of the student population, one assessment is not appropriate for every student in the state of Wisconsin. In 2001, over 127,000 students in the Wisconsin public schools were identified with disabilities. Many of these students have mild disabilities and are able to participate in the general education curriculum with or without some support. These students are likely to be able to demonstrate their knowledge and skills on a "regular" assessment. However, for the small population of students with severe disabilities who receive a significantly different curriculum, the "regular" assessment is an inappropriate evaluation of their knowledge and skills. These students will need an *alternate assessment* that will provide an assessment that is curriculum-relevant and aligned with state academic standards. The purpose of this guide is to provide information about the statewide assessment system in Wisconsin and, in particular, the Wisconsin Alternate Assessment for students with disabilities (WAA).

The WHY of Alternate Assessment

Assessment Reform

Across the nation, educators and policymakers have come to realize that educational systems need to be more accountable and emphasize high standards for *all* students. The Wisconsin Student Assessment System (WSAS) has been and continues to be a part of the evidence used to document what students are learning and how well they are learning it. Assessments used for accountability, such as those in the WSAS, are based on the state's academic *content standards* developed in the areas of mathematics, language arts, reading, science and social studies.

In the past, not all students have been included in many of the statewide assessment efforts. In recent years, participation rates indicate that approximately 5%-10% of students in Wisconsin were not included in such assessments. Many of the students who have not participated are students with disabilities. When students with disabilities are excluded from statewide assessments, teachers and parents lack meaningful information about how students are progressing and what academic areas need attention.

Previously when students with disabilities *did* participate in an alternate assessment within the WSAS, the major accountability indicator was the delivery of services outlined on a student's IEP, not the state content standards. While such a review provided information for teachers and parents, it was not a reliable (i.e., consistent)

and valid (i.e., appropriate for the intended purpose) measure of the student's curriculum and the state standards. Given the emphasis across the state on assessment to increase educational accountability, it is important that the assessment system include a reliable and valid assessment that is aligned with state standards for *every* student.

Federal and State law. Special education law requires that all students with disabilities participate in state and district-wide assessments. Specifically, the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) states, "children with disabilities are included in general state and district-wide assessment programs with accommodations, where necessary." In addition, IDEA specifies that alternate assessment is to be provided for the small number of students with disabilities for whom the standardized assessment is inappropriate even with accommodations. At present, the Wisconsin Student Assessment System (WSAS) includes the Wisconsin Reading Comprehension Test (WRCT) at third-grade, the Wisconsin Knowledge and Concepts Examinations (WKCE) at fourth, eighth, and 10thgrade. The Wisconsin Alternate Assessment (WAA) for Students with Disabilities is used when the WKCE is not appropriate. The WAA can also be used when the WRCT and district-wide assessments are determined not appropriate.

How Can Students with Disabilities Participate in State and District-wide Assessments?

Students with disabilities can participate in statewide assessments in one of three ways:
(a) without accommodations; (b) with accommodations; or (c) via an alternate assessment.

No accommodations. First and foremost it is important to remember that just because a student has been identified as having a disability it does not mean the student cannot take the regular assessment. A student who participates in the general education curriculum with few or no accommodations will need to take the assessment.

Testing accommodations. Many students with disabilities will require testing accommodations to increase the meaningfulness of their participation in assessments such as the WKCE. Testing accommodations are changes to the testing procedures that do not alter the skills or content tested. In other words, the accommodations are intended to maintain and facilitate student access to the measurement of goals of an assessment, not to modify the actual questions or content of the tests. These accommodations may be changes in the way the test is administered (e.g., Braille or large print materials, the amount of time a student has to respond, assistance in reading instructions) or in the way a student responds (e.g., orally with a scribe, pointing to the correct answer). Testing accommodations must be determined on a case-by-case basis for each student.

Alternate assessment. The Wisconsin Alternate Assessment (WAA) for Students with Disabilities is designed to assess the educational performance of students with disabilities who cannot meaningfully take all or part of the WKCE. Students who participate in the WAA typically are not participating in the general curriculum. Their curriculum often includes life skills as well as other knowledge and skills that are prerequisite to accessing the general education curriculum.

To participate in the WAA, a student's IEP team must complete the WAA Participation Checklist to determine that he or she meets the following four criteria for reading, language arts, mathematics, science, and social studies individually:

1. *The student's curriculum and daily instruction focuses on knowledge and skills significantly different from those represented by the state's content standards for students of the same chronological age.*
2. *The student's Present Level of Educational Performance (PLOEP) significantly impedes participation and completion of the general education curriculum even with significant program modifications.*
3. *The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.*
4. *The student's difficulty with the regular curriculum demands is primarily due to his/her disabilities, and not to excessive absences unrelated to the disability, or social, cultural, or environmental factors.*

A student may participate in the WAA for a content area (i.e., reading, language arts, math, science, social studies) only if the IEP team concurs that the student meets all four criteria for that content area. A student should be assessed with the regular assessment (with or without accommodations) in any content area in which a student meets less than four of the criteria for the WAA. This method of determining a child's participation in the WAA assumes that (a) the IEP includes information on the student's PLOEP in reference to the state content standards, (b) the IEP team has a working knowledge of the test format and what skills and knowledge are being measured by the statewide assessments, and (c) the IEP team is knowledgeable of state testing guidelines and the use of appropriate testing accommodations.

Once an IEP team makes a decision that a student will participate in part or all of the WAA, the WAA process has begun. The WAA process is systematic and comprehensive, and when followed appropriately yields recent, representative, and reliable results based on the professional judgments of educators. The WAA focuses on knowledge and skills that are aligned with the Wisconsin *Model Academic Standards* (available online: http://www.dpi.state.wi.us) in reading, language arts, mathematics, science, and social studies and are considered to be prerequisite to the majority of content assessed by the WKCE. There are approximately 25 items on the WAA rating scale representing prerequisite knowledge and skills in each of the subject areas covered in the state standards. This rating scale is completed by an individual, usually a teacher, who has first hand knowledge of the student's IEP goals, objectives, benchmarks, educational curriculum, knowledge, and skills.

After determining what content domains (i.e., reading, language arts, mathematics, science, and social studies) a student will be assessed in, a student's teacher must identify WAA items that align with the student's IEP goals, objectives or benchmarks. This alignment process requires both professional judgment and an understanding of the state's academic standards. Not every IEP goal, objective or benchmark will match or align with an item and some IEP goals, objectives or benchmarks will align with more than one item. The overall goal is to identify and assess specific knowledge and skills emphasized in a student's IEP goals, objectives or benchmarks and those measured by the WAA.

Once it is determined which WAA items are aligned with a student's IEP, multiple forms of evidence (at least two) should be collected and evaluated by the teacher for each of the items that are IEP aligned. Types of evidence sources typically found in the classroom include: work samples, published test results, classroom observations or progress monitoring records, interviews with others who work closely with a student, videos/photos, and audiotapes. All evidence should be recent and representative of the student's typical work. The evidence collected must be available and reviewed by another teacher or IEP team member to ensure that the original teacher's ratings are reliable. The evidence can also provide an effective means for showing parents how their child is progressing.

The degree to with which a student demonstrates the knowledge and skills needed to accomplish each of the items in the content domains being assessed will be rated using a common rubric. Each item can be rated as *not applicable* (i.e., not relevant or possible given the student's disability) or one of four levels of proficiency: *non-existent*, *emerging*, *developing/developed*, and *proficient/generalized*. These proficiency ratings within each content domain will be summed and serve as the student's Individualized Proficiency Score. The Individualized Proficiency Score is one indicator that allows IEP teams, teachers, and parents to see a student's progress within a content domain. The WAA also results in a second score, the Overall Performance Level Score. For each content domain, a student's performance is summarized as Prerequisite Skill Level 1, Prerequisite Skill Level 2, Prerequisite Skill Level 3, or Prerequisite Skill Level 4 (see table below). This score continuum is a downward extension of the four performance levels (i.e., minimal performance, basic, proficient, and advanced) that result from the WKCE. The four levels of prerequisite skills are viewed as points along the normative developmental path toward grade-level functioning in each content area. As an example, individuals conducting the WAA in reading would first review the results of their ratings within reading, then using the four-point rubric seen below, would determining the student's performance level.

Reading Performance Continuum

PS Level 1	PS Level 2	PS Level 3	PS Level 4
Student currently exhibits very few of the prerequisite skills and knowledge in reading. He or she is unable to perform simple skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to reading instruction and participates in activities with extensive support (e.g., physical, verbal, or gestural assistance). Student responds or performs some simple reading skills in a limited number of settings.	Student demonstrates an emerging ability to decode and comprehend text. Student's understanding of basic concepts and performance of most reading skills is inconsistent and he or she requires moderate support to demonstrate his or her learning.	Student demonstrates a consistent understanding of the basic concepts and skills contained in the reading items, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.

The WAA process provides Wisconsin students with significant disabilities to have an alternate assessment that measures their progress toward meeting educational goals and state standards in a recent, representative and reliable manner. Similar to parents of children taking the WKCE, the parents or guardians of a student who participated in the WAA will receive a report summarizing the student's Overall Performance Level Scores for each content domain. By shifting the method by which students with significant disabilities are assessed in the state of Wisconsin from one that did not produce a score reportable to the state or federal government to one that does, students with significant disabilities will be counted and included in the school and state accountability reports.

For a richer understanding of the WAA process, visit the Wisconsin Department of Public Instruction website (http://www.dpi.state.wi.us/dpi/dlsea/een) for case examples and updated information. Further information on including students with disabilities in testing, testing accommodations, and alternate assessments is available in the following resources:

DPI Publications and Materials

Guidelines to Facilitate the Participation of Students with Special Needs in State Assessments. 2002-03
http://www.dpi.state.wi.us/oea/specneed.html

Information Update 02.03, *Guidelines for Complying with the Wisconsin Alternate Assessment Part 1*
http://www.dpi.state.wi.us/dpi/dlsea/een

State of Wisconsin Department of Public Instruction

Office of Educational Accountability
125 South Webster Street
Madison, WI 53702
(608) 267-9111

Division of Learning Support: Equity and Advocacy
125 South Webster Street
Madison, WI 53702
(608) 266-1781

Books

Elliott, S.N., Braden, J.P., & White, J.L. (2001). *Assessing One and All: Educational accountability for students with disabilities.* Arlington, VA: Council for Exceptional Children.

Linn, R.L., & Gronlund, N.E. (1995). *Measurement and Assessment in Teaching*. Englewood Cliffs, Nj: Merrill.

McDonnell, L.M., McLaughlin, M.J., & Morison, P. (Eds.) (1997). *Educating One and All: Students with disabilities and standards-based reform.* Washington, DC: National Academy Press.

Thurlow, M.L., Elliott, J.L., Ysseldyke, J.E. (1998) *Testing Students with Disabilities: Practical strategies for complying with district and state requirements.* Thousands Oaks, CA: Corwin Press, Inc.

Information Centers

National Center on Educational Outcomes (NCEO)
University of Minnesota, 350 Elliott Hall
75 East River Road, Minneapolis, MN 55455
Phone: (612) 624-8561 Fax: (612) 624-0879
http://www.coled.emn.edu/NCEO

Fair Test: The National Center for Fair and Open Testing
342 Broadway, Cambridge MA 02139
Phone: (617) 864-4810 Fax: (617) 497-2224
Email: FairTest@aol.com

National Center for Research on Evaluation, Standards and Student Testing (CRESST)
UCLA Center for the Study of Evaluation
1320 Moore Hall/Mailbox 951522
Los Angeles, CA 90095-1522
http://www.cse.ucla.edu